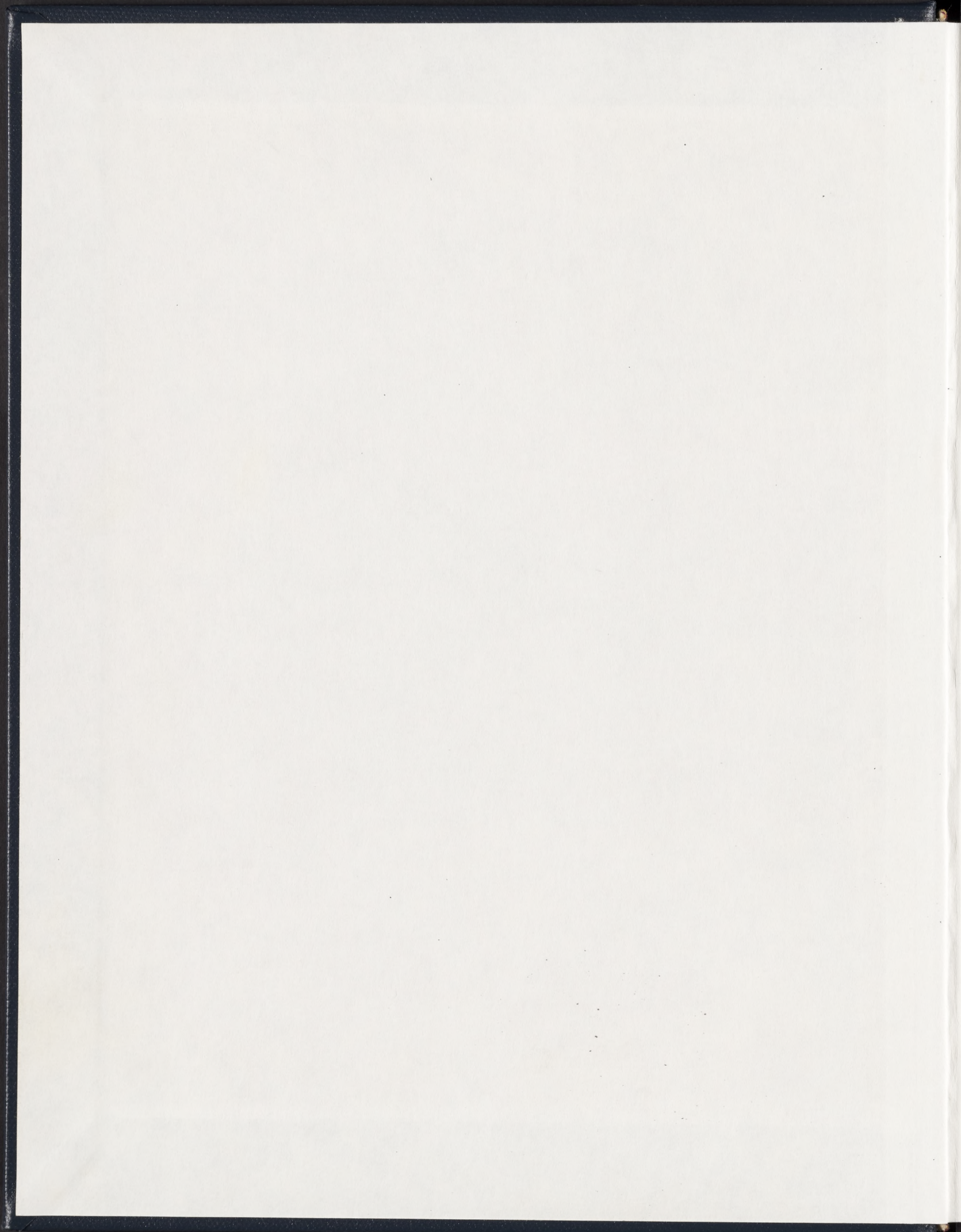


JAMES H. MEYER ORAL HISTORY PROJECT
UNIVERSITY OF CALIFORNIA, DAVIS

ORAL HISTORY INTERVIEW
WITH
JAMES H. MEYER

February 5, 7, 10, 21 and 24, 1992

ORAL HISTORY PROGRAM
CALIFORNIA STATE UNIVERSITY
SACRAMENTO, CALIFORNIA





Class of Paper Oral History Project
University of California, Davis

Oral History Interview

James E. Hays

1900-1970

Department of Architectural
and Environmental Sciences, 1950-1970

Project 1-7, 10, 11 and 12, 1970

James E. Hays Hall

University of California, Davis

By James E. Hays

California State University, Sacramento

PREFACE

The James H. Meyer Oral History Project was planned to provide the University of California, Davis with a history of the changes in the campus under Chancellor James H. Meyer's leadership from the early 1960s through the mid-1980s. In the fall of 1991, John Skarstad, Acting Head of the Department of Special Collections of the General Library, contacted Dr. Jacqueline S. Reinier, Director of the Oral History Project at the Center for California Studies at California State University, Sacramento, to conduct the project. Dr. Reinier, an Associate and graduate student in the Capital Campus Public History Program at CSUS, to conduct interviews with Chancellor Emeritus Meyer and individuals involved in the administration of the campus.

Oral History Interview

with

JAMES H. MEYER

Chancellor, 1969-1987

Dean, College of Agricultural
and Environmental Sciences, 1963-1969

February 5, 7, 10, 21 and 24, 1992

James H. Meyer Hall

University of California, Davis

By Susan E. Douglass

California State University, Sacramento

The original transcripts, audio tapes, and production materials are in the Department of Special Collections of the University of California, Davis. In addition, copies of the tapes and transcripts, as well as the working transcripts, are located in the Oral History Collection in the University Archives, The Library, California State University, Sacramento.



PREFACE

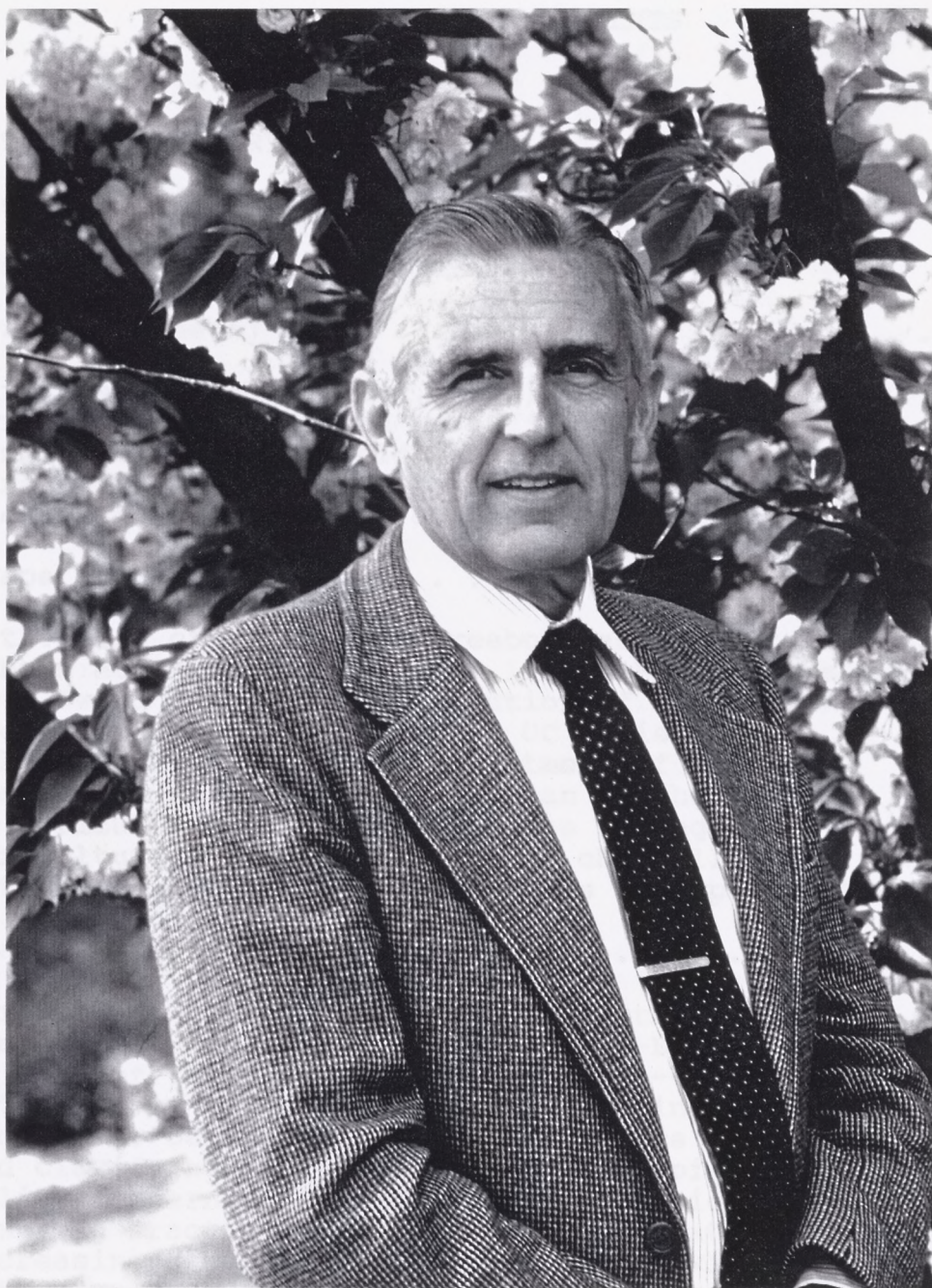
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Douglass conducted research in written records and worked closely with John Skarstad to develop interview topics. As the project progressed, Skarstad and Douglass decided a more complete picture of the history of UCD could be obtained by including a brief discussion of the narrators' full career in addition to the core discussion topics.

Each interviewee completed a biographical questionnaire. Interviewees were given the opportunity to review their typed transcripts, and final transcripts were edited by Douglass before binding.

The original tapes, copies of the bound transcripts and production materials are located in the Department of Special Collections in the General Library at the University of California, Davis. In addition, copies of the tapes and transcripts, as well as the working transcripts, are located in the Oral History Collection in the University Archives, The Library, California State University, Sacramento.

Neenah Bond
25% COTTON FIBER



Developing style and taste, the man who
experiences working on television on these projects

Education in Biology--Influence of childhood
experience on farm--On management style.

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Originally, the focus of this project was to be major themes in the development, expansion, and organization of campus programs under Chancellor Meyer's leadership from the early 1960s when he was dean of the College of Agricultural and Environmental Sciences through his tenure as chancellor in the 1970s and 1980s. Only a limited number of interview sessions was anticipated. Once the interviewer, Susan Douglass, and Dr. Meyer met, they decided that the project should also focus on the fifties, the years when Dr. Meyer first came to the University of California, Davis, and that an additional session would be necessary. As a consequence, in addition to their original preliminary interview session, Douglass and Meyer met for a second planning interview as the sessions proceeded.

The rest of the oral history interview process continued smoothly. Dr. Meyer reviewed the transcript carefully, making a number of minor changes, largely to clarify information. He did not make any major changes in the content of the transcript.

INTERVIEW HISTORY

These interview sessions with Chancellor Emeritus James H. Meyer are the first in a series of interviews that will compose the James H. Meyer Oral History Project and provide a history of the University of California, Davis. Originally, the focus of this project was to be major themes in the development, expansion, and organization of campus programs under Chancellor Meyer's leadership from the early 1960s when he was dean of the College of Agricultural and Environmental Sciences through his tenure as chancellor in the 1970s and 1980s. Only a limited number of interview sessions was anticipated. Once the interviewer, Susan Douglass, and Dr. Meyer met, they decided that the project should also focus on the fifties, the years when Dr. Meyer first came to the University of California, Davis, and that an additional session would be necessary. As a consequence, in addition to their original preliminary interview session, Douglass and Meyer met for a second planning interview as the sessions proceeded.

The rest of the oral history interview process continued smoothly. Dr. Meyer reviewed the transcript carefully, making a number of minor changes, largely to clarify information. He did not make any major changes in the content of the transcript.

BIOGRAPHICAL SUMMARY

Born in Lewiston, Idaho, in 1922, James H. Meyer grew up on a farm. He received his primary and secondary education in Fenn and Grangeville, Idaho, and attended the University of Idaho where he received a B.S. degree in animal husbandry in 1947. From 1943 to 1946 Meyer served as a first lieutenant in the U.S. Marine Corps. After completing his undergraduate degree, he continued his education at the University of Wisconsin where he received a M.S. in 1949 and a Ph.D. in 1950 in nutrition.

Soon after concluding his graduate work at the University of Wisconsin, Meyer accepted a faculty position in animal science at the University of California, Davis. In 1960 he became chair of the Department of Animal Husbandry and only a few years later, in 1963, he was asked to be dean of the College of Agriculture. During the years he was dean he was involved in a number of public service activities including service on the Commission on Undergraduate Education in the Biological Sciences.

In 1969 Meyer was nominated for the position of chancellor to replace Emil Mrak on his retirement. That March, the UC regents approved his appointment as chancellor. Meyer's chancellorship was the longest in the history of UC Davis and he did not retire until 1987. In honor of Meyer's service at UC Davis, the Food and Agricultural Sciences building was named James H. Meyer Hall in 1988.

three or four people like Harold [Harrison] Cole, Harold Goss, Max Kisler, and a number of young people who were very good and well-known throughout the country. In addition, since I was from Idaho, I wanted to come west. And, furthermore, Davis was a small town and small campus at that time. My wife [Margaret Rickman Meyer] knew some of the people in Davis because her father was chairman of animal science at

MEYER: Idaho [University of Idaho].

DOUGLASS: What was the UC Davis College of Agriculture like when you first began teaching, in terms of how it was organized and what it had to offer

[Session 1, February 5, 1992]

[Begin Tape 1, Side A]

DOUGLASS: I would like to begin with the period when you first arrived at UC Davis [University of California, Davis]. I know you were hired as an instructor in 1951. How was it that you came to Davis?

MEYER: Well, when I graduated in nutrition from the University of Wisconsin, I was trying to decide where to come--whether it was Davis, Cornell [University] or Wisconsin--but was attracted to the quality of the faculty at Davis. There were three or four people like Harold [Harrison] Cole, Harold Goss, Max Kleiber, and a number of young people who were very good and well-known throughout the country. In addition, since I was from Idaho, I wanted to come west. And, furthermore, Davis was a small town and small campus at that time. My wife [Margaret Hickman Meyer] knew some of the people in Davis because her father was chairman of animal science at

MEYER: Idaho [University of Idaho].

DOUGLASS: What was the UC Davis College of Agriculture like when you first began teaching, in terms of how it was organized and what it had to offer the students?

MEYER: The college at that time was under a dean and vice president--[Claude B.] Hutchison at Berkeley [University of California, Office of the President], and an associate dean, [Knowles] Ryerson--who was responsible for the teaching program at Davis. But the research program in the experiment station [University of California Agricultural Experiment Station] and cooperative extension [University of California Agricultural Extension Service] was administered from Berkeley. In addition, our courses and curricula approval could start on campus but had to be approved at the president's office level at Berkeley. Soon after I arrived the College of Agriculture was decentralized to a certain extent and Dean [Fred N.] Briggs was named dean about '51, '52, I guess. While he did have responsibility for coordinating the research and teaching program--but not extension--he did not have the final authority as far as budget was

MEYER: concerned. The college had the four-year teaching program and the two-year program for students who were eighteen years of age or had graduated from high school who could enter to get a degree within two years. Further, the graduate program was offered under graduate groups centered at Berkeley [University of California, Berkeley]. I was in nutrition and there was a nutrition group of faculty from Davis, Berkeley, and San Francisco Medical School [University of California, San Francisco Medical Center] who answered to the graduate dean on the Berkeley campus on graduate matters. So it was a very complicated situation, but being small, it didn't bother the faculty that much. We didn't pay much attention to it or didn't know much about the organization.

DOUGLASS: What was the impact with decentralization, particularly over the next year or two?

MEYER: Well, decentralization took a period of time ranging--at least in my experience--from the early fifties, late forties, through 1963. The College of Letters and Science was initiated in '52, veterinary medicine [School of Veterinary Medicine] had started in '47, although they took

MEYER: their first class about 1950. In 1958 we were made a general campus and were no longer "the farm school" dominated solely by agriculture. In the middle fifties in anticipation of a master plan for higher education the two-year program was eliminated at Davis because the intent of the master plan was to have the two-year degree only be offered by community colleges. Actually I taught in the two-year program in the early years as well as the four-year program, as well as having graduate students. It was named a general campus officially in '58 when [Emil] Mrak became chancellor. At that time it was anticipated it would grow into a major campus with many schools and colleges.

The administrative decentralization occurred after 1950 when Clark Kerr evolved his organizational plan at the time he was named president in '58. His plan did several things. First it decentralized the academic senate. The academic senate previous to that time was a systemwide organism. The faculty at Davis then had their own senate, the faculty being responsible for the courses, curricular

MEYER: requirements, as well as standards for admission and graduation. Kerr also decentralized the budget so that purchasing and all other administrative matters--personnel, hiring and firing and all that sort of thing--were done on the campus rather than having them be done through the president's office at Berkeley. For example, prior to that time if I ordered hay for livestock feed, I'd write a requisition that had to be approved here, go to Berkeley, and they would authorize the order. For example, I remember one time the cheapest hay they could find was in Imperial Valley, and if you transported it from there, it cost twice the value of the hay to ship it up here. We had a big fight to make them understand that we knew more than they did as to how to get the hay cheaper other than just sending out bids. That kind of activity was then decentralized to the campus.

In addition, merits and promotions of faculty for a period of time, during the fifties, had to go to the Berkeley campus and be approved by the president's office. That continued until '64. The campus did not have

MEYER: control over merit and promotion of its faculty until '64.

Now as far as the College of Agriculture is concerned, it was the only academic program that still has not been completely decentralized.

Letters and science, engineering [College of Engineering], all the rest, the graduate division [Graduate Studies], were decentralized to the campus. For agriculture the merits and promotions of faculty, the budget of the college and the experiment station were delegated to the chancellor. Cooperative extension service was not; it remained centralized. Even though the budget of the experiment station was

decentralized to the campus, the vice president for [Division of] Agricultural Sciences retained responsibility for the program, which was hard to understand. He kept control of the program and not the money, but anyhow that was the way it was. There's been some decentralization since that time, but fundamentally agriculture has not been decentralized much further.

DOUGLASS: Why is that?

MEYER: Because of internal politics to the university [University of California]. The people at

MEYER: Berkeley who were coordinating agriculture didn't want to give up power. A lot of people would have to move, and didn't want to move to campuses. So every time decentralization came up they've been against it. Furthermore, the agricultural community and the political community of the state felt that it would be much stronger to have agriculture next to the president's office rather than on a campus. In my opinion, it was entirely the wrong decision and has hurt agricultural research and extension activities very badly because they have not decentralized. The Japanese learned a long time ago to decentralize, as General Motors [General Motors Corporation] is now learning. The university hasn't learned this in agriculture.

DOUGLASS: Interesting. At the time of reorganization in 1952, as you mentioned, Dr. Briggs became dean of the College of Agriculture. What was his role and style of managing the college during his tenure?

MEYER: He was an interesting individual in that he was not a hands-on administrator. He very seldom met with the department chairs, but would work

MEYER: with them individually on certain programs. The vice president [then] and the vice president that followed were strong and tended to go around him. So he had a difficult role. But he did a good job of taking us through the fifties and keeping things on a level track. He, of course, was basically honest, had high academic standards. He was an outstanding faculty member himself, and he fought for everything that we needed. He had to do a lot of that, and did it very quietly. A lot of us on the faculty didn't even know what was going on. He was that kind of an administrator.

He was fortunate to have brought Lorena Herrig with him from agronomy as his administrative assistant. She was and is a very well-organized individual and she fundamentally organized the college here on this campus from a structural and management perspective. Hence things went well; he recognized her ability and just turned her loose on administrative matters such as the policies and procedures manual which is the model used to this day.

DOUGLASS: As an instructor who did you actually have contact with?

MEYER: I had contact with--as an instructor--the chair of the department¹ and, of course, the faculty of the department. Also I had contacts with faculty committees--courses of instruction--at first. If faculty wanted to establish a new course or change the curriculum then we had to go to this faculty committee who would ship it off to Berkeley prior to 1959. I really didn't have any contact at all with Briggs as a faculty member the first year or two.

DOUGLASS: What were your responsibilities when you first came?

MEYER: In teaching I immediately was assigned to teach biochemistry laboratories, since I graduated in biochemistry and nutrition in the biochemistry department at Wisconsin. Then the next fall I was assigned teaching livestock-judging courses--believe it or not--because I'd been on a judging team at the University of Idaho when I was an undergraduate and got saddled with the the course. Then I also taught pork production--two-year pork production--and continued teaching that for two or three years. I started

1. Department of Animal Husbandry.

MEYER: to work on the problem of nutrition instruction early on on the campus. I felt it was not good and had written a letter to the chairman, Harold Cole, and told him what I felt was wrong with it, and suggested that we should teach a introduction upper-division nutrition course. He decided I was right and so we went to work. I designed a nutrition course. Once I moved to nutrition teaching I was able to get rid of the [Laughter] livestock-judging courses, and then continued to teach pork production until the two-year program was eliminated.

DOUGLASS: How did your position evolve and how did you spend your time during the fifties?

MEYER: I immediately started a research program, and fortunately Harold Cole, a physiologist on campus at that time before he was chair, made laboratory rats available to me. I looked around and decided to work first on sodium and potassium and chlorine metabolism of rats and then on sheep. I also worked with [William C.] Bill Weir, a faculty member. Because of the high levels of salt added to grain and cottonseed meal and other oil seeds--I think about 25 percent could be self-fed to cattle and

MEYER: sheep on the range and they would only eat a pound or two a day. The rest of the time they grazed on the range. Cottonseed meal provided their protein, phosphorous and other nutrients. I started a research program that evolved and eventually emphasized interrupted growth, starvation, and high-fiber feeds like hay and the import of high-fiber diets.

I always had experiments going with rats as experimental animals to try things out and then did considerable research with sheep, cattle, horses, dairy cattle, over the years of the fifties. So my research program evolved as I became interested in various other kinds of nutritional problems and I accumulated graduate students as co-workers. For some reason graduate students chose to work on a lot of my programs, and I usually had four or five graduate students doing research at the same time with me plus a technician half-time. Then four or five of us combined our technicians and put them together in one laboratory.

I managed that laboratory through the head technician. But in those early years you also did your own analyses; one did one's own

MEYER: biochemical work in the lab. If you look at my calendars, you'll find "feed rats, kill rats, bleed rats," "buy sheep, weigh sheep," whatever. For example in the summer-- particularly in analytical work--I'd come to work and get all of the analytical work going at four in the morning, get that going and while things were cooking in the lab, I could go home for breakfast and then come back. Then by noon I was through my lab work and could do other things.

In administrative areas or responsibilities the chair of the department would assign various faculty members to different departmental committees. The department was run by committees. There was a committee for farming. I was asked--after I had been here four months--to take on the farming responsibilities, which meant the three or four hundred acres that the department used for livestock pasturing, hay feed, and the responsibilities for cleaning the barns and all the activities that go on out at the farm. In so doing, I was the only member of the farming committee plus all the staff--we had a farm foreman and four or five key staff

MEYER: members that were always on the farm crew. But in the summer we would take on additional employees through the farm pool, farm laborers that the farm division for the campus would bring to the campus. Then we would be able to use those for heavy work when we had a large activity going such as harvesting the hay. The farm became a major responsibility as a faculty member during that period of time.

DOUGLASS: How much time did you devote to research, for example? Could you give a general figure or idea?

MEYER: Well, I had a habit of working fairly long hours, trying to get to the office around 7:00 to 7:30 in the morning. I could always go home for lunch and always went home at five. But then I often graded papers and prepared lectures for the next day that night. I found in preparing lectures that if I'd go over them generally at night, then the next morning I'd spend a half an hour or so before I went to class going over my notes. That way I'd spend about an hour and a half preparing for each hour's lecture. Since we usually taught two to three courses in a year, part of our appointment

MEYER: was in research in the experiment station. In

DOUGLASS: theory I probably spent around 30 percent time

MEYER: on teaching--which included working with the

graduate students on their thesis problems--

probably 60 percent or so on research and then

another 10 or 20 percent on either department

management responsibilities like the farm or

giving talks across the country--mostly in-

state. a problem. There was somebody at

MEYER: To give you a story--when I first came I

was asked that spring to go down to Salinas and

talk to a group of cattlemen on by-product feeds

and rations of cattle. could grow the alfalfa and

DOUGLASS: That would be spring '52? directly without

MEYER: Spring '52. I didn't know anything about the ent

subject, so I studied hard in the library and

gave a credible talk. Then the next thing I and

knew I was to talk to Swine Day people in the

San Joaquin Valley and for some reason I was

asked to speak up and down the state. That eding

gradually built up to where I gave twelve to

twenty talks a year up and down the state. That

would take time to travel, give your talk, and

come back. It did give one an acquaintance with

a lot of people up and down the state, which was

MEYER: very helpful.

DOUGLASS: How did it help you later on?

MEYER: Well, I would get ideas from the farm advisors in the Extension Service of what the problems were that livestock people would bring to one's attention. For example, Glen Lofgreen and I were asked by the chairman of the department, Cole, at that time--summer of '52, I guess--to look at a problem. There was somebody at Blythe, California, who was raising hell about the university not doing research on anything important, especially on what we called "soilage," where they would grow the alfalfa and chop it green and feed it directly without making hay. So Cole put us in a car and we went down there--650 mile drive, didn't use the airplane in those days--and met Dana Fisher, and surprised him. We wrote and talked to him before we went down, and he was very pleased. We set up an experiment on his ranch, on feeding beef steers as a new way to handle alfalfa. From that, as we worked with him, the word got out to the farm advisors. As we met with others we found there were other problems with alfalfa hay, such as cutting it at the wrong stage of

MEYER: maturity. We did research on alfalfa hay up and down the state to give them ideas on how to select hay when it's at the highest nutrient value. That's what happens as you go out; one problem leads to another problem. If you look at my publications, you'll see I've done a lot of research on hay. So it goes that you find out what the problems of the state are that you can pick up and solve. What that does is

DOUGLASS: attract attention. Oh, for example, the American Dehydrators Association got wind of my work and pretty quick they were supporting financially a lot of the research. We could just write to them about what we wanted to do and they would send us a check. So, extension activities have a lot of advantages.

DOUGLASS: So, it's public relations in a way.

MEYER: In a way. Cooperative extension--doing something for people--is the best public relations there is.

DOUGLASS: The way you spent your time as your describing it--research and going out and giving papers and having contact with people in the state as well as teaching--was that comparable to what other people in the College of Agriculture were doing?

MEYER: Well, it was comparable and the principle was the same. Some people did more research and teaching and public relations--public information work--than others. Some had more capacity than others. Some were broader and some were narrower. You have to put all of this into context. But the faculty generally were expected to do teaching, research, and extension.

DOUGLASS: How much of it was direction from the administration or because things were evolving? How much opportunity did you have to forge your own path?

MEYER: Well, the nice thing about the University of California and most universities--research universities--is you're expected to develop your own program and your own path, and academic freedom means that you find the truth and tell it and the tenure system protects you.

For example, I got in trouble with the alfalfa industry because I recommended that we--there were two of us, it wasn't just me--had found a method for analyzing hay to determine quality chemically. In so doing the alfalfa growers would have to cut their alfalfa more

MEYER: often and handle it differently. They were unhappy as the devil over that. But I didn't mind going ahead and laying it on them, so to speak, because I knew I was protected by academic freedom and the tenure system. These latter issues give the faculty a responsibility, and most faculty take it very seriously and understand they have the responsibility. Usually you are told what to do in teaching but not how. The chairman does talk with you and fundamentally tells you what to teach--what courses the department needs to be taught. But, as far as research is concerned, you are entirely on your own. Now as Harold Cole did, in having Lofgreen and I go to Blythe, he saw this as a problem and asked us to go take care of it and work on it. It opened up a whole new research field for us. And Briggs, as dean, would occasionally ask the department. . . . Fact is he would get involved with us, with a group of faculty, on a major problem that crosses department lines. When it took faculty from a number of departments, he would get groups together to work on these problems across department lines. Hence, the dean would get

MEYER: directly involved with the faculty, and the faculty would turn to and try to work on the issue.

DOUGLASS: I want to back up a little bit here. We were going to talk about the differences between the fifties and the post-war period, even though you weren't physically here at that time. Could you compare the changes that occurred right after World War II on the campus and the College of Agriculture with when you first started?

MEYER: Yes, I can. The campus was closed during the war and there were no students. Some of the faculty stayed and did various things. But then about '45 faculty started drifting back from the service. Students were admitted, and courses started at the undergraduate, graduate and two-year level. A lot of new faculty were hired.

DOUGLASS: New faculty were hired in large numbers from '46 through around '55 on this campus and in the College of Agriculture because of all the returning GI [Government Issue] people who came to school on the GI Bill [GI Bill of Rights], you had all these returning veterans. And of course that's one advantage of the GI Bill. The

MEYER: people who had not previously contemplated going to college at all were attracted to the college education. That built up this tremendous reservoir of people that built the prosperity of the United States in the sixties and the seventies. That group of people became very highly educated and previously we had not had that. This brought about scientific development and everything else that went on--new industries and all.

Then the campus had large numbers of students in the late forties and early fifties due to the influx of GI's out of the service. Then as that slackened, enrollment went down in agriculture here at Davis.

DOUGLASS: I noticed that everything else was increasing but there was a slight drop.

MEYER: It dropped quite badly and then it dropped very badly when the two-year program stopped.

DOUGLASS: What year was that, do you remember?

MEYER: It was about 1956, 1957, that the two-year was eliminated. We'll need to get into that a little later.

DOUGLASS: OK.

MEYER: I want to talk about the problems of student

MEYER: enrollment. What we had was an evolution from a farm school in the twenties to a major college of agriculture after World War II. The School of Veterinary Medicine was initiated in 1947 plus the College of Agriculture in 1951. In '52 Harold Cole came to the department and said there was going to be new money coming in because they anticipated further growth in higher education and the state wanted to have further development. So, he said, "What do we want to do?" "Do we want to add faculty or do we want support?" Well, the faculty decided that what we needed was support, not new faculty positions. Some departments decided to take more faculty positions and not support. So each department made up its own mind. And actually Harold Cole made it up for us. Then enrollment was static.

It was a great place to be for a young faculty member. You did not have heavy teaching loads because we didn't have that many students. Most of us were young; at least 60 to 70 percent of us were. We could really work on our research. The town was small. When I came it was 1,400 students and a town of 3,900. The

MEYER: town was small so you knew everybody. You knew the students well. You played softball-- softball tournaments. The faculty and the students played together or against one another. The fifties were just grand times for a faculty member, a new, small, growing institution, getting more funds, and at the same time we had all these young people coming out of the service, getting bachelor's degrees and going into cooperative extension service in all the counties as farm advisors. This developed one of the really high quality extension staffs. We may have had about the highest quality faculty and staff you could ever hope for developing during the fifties.

Then--well, I won't get into the growth until we get to the dean's office--at that point the dean became concerned about low student enrollment, a problem because we weren't growing in numbers as were the colleges.

DOUGLASS: What was the impact of the growth in general that was going on during the fifties for the campus?

MEYER: The College of Letters and Science was growing slowly, not rapidly. The College of Agriculture

MEYER: was not growing at all and was starting to decrease in the late fifties and the early sixties. Veterinary medicine remained static.

DOUGLASS: The graduate program was increasing quite well,

MEYER: especially in agriculture, not so much in

DOUGLASS: letters and science since they were new.

[End Tape 1] I should digress a second to say that the one reason the Davis campus handled student unrest so well in the sixties, and held together well, and did not have growing pains as a campus compared to many other campuses in the United States and the university system, was because we had senior faculty from the College of Agriculture, veterinary medicine, and letters and science who had been hired in the fifties. These senior faculty were available to provide the leadership among the faculty when we took this tremendous growth from 1963, adding 900 new students a year for fifteen years. We digested all those students and all the new growth because we had these senior faculty for leadership. Among the faculty one needs leadership and followership in the faculty as well as the administrators. And so the fifties were an excellent time and we were lucky that

MEYER: new faculty growth occurred here in the fifties. Hence we really had minor problems with rapid growth in the sixties.

DOUGLASS: Then you were able to retain faculty members?

MEYER: Yes.

DOUGLASS: And was that different than other UC [University of California] campuses, or private schools even?

[End Tape 1, Side A]

[Begin Tape 1, Side B]

MEYER: Yes, you were asking if this campus was different from other campuses in being poised to be able to handle the rapid growth and the answer is "yes." For example, Riverside [University of California, Riverside] had a very small faculty and they started out like a house on fire and then had all kinds of trouble.

DOUGLASS: Santa Barbara [University of California, Santa Barbara] particularly ran into trouble during campus unrest times. They were digesting faculty from the old state college system because Santa Barbara State [Santa Barbara State College]--or whatever it was called in those days--became a UC campus, and so had a mixed faculty. Part of the faculty had been teaching

MEYER: shop or very vocationally oriented courses. A mixed faculty didn't handle the growth as well as they might have. Now the Berkeley campus, of course, was already large and they just moved right along as did UCLA [University of California, Los Angeles]. You take Sacramento State [California State University, Sacramento], which you and I are familiar with, started, I think, in 1947 or early 1950s. They had to start to build a faculty and all they had was a president [President Guy West] to start with-- who happened to be one of the finest presidents an institution could want. But then, you see, they didn't have the senior faculty that we had because of veterinary medicine and agriculture. So there were differences, and similarities, depending on the institution.

DOUGLASS: So each school had its own unique set of circumstances.

Talking a bit more about the fifties, I wanted to ask you about Dr. [Stanley B.] Freeborn. He became provost of the campus with the reorganization which occurred in 1952. What role did he assume as head of the campus and how did that evolve?

MEYER: Well, he had to establish a number of things, one of which was the faculty personnel committee, the committee that judged the quality of the faculty and recommended the merits and promotions. Even though he could not make the decision that the person would be promoted or not promoted, he coordinated the activity. In addition he would make a recommendation to the president's office which was very important for personnel actions and often stood up--most of the time did. He also had to get letters and science organized, appoint a dean, help the dean hire the faculty; as the student growth occurred, had to develop the registrar's office; and new buildings had to be built. So he had a lot of things to coordinate at the start because there had been no chief campus officer here on this campus until he came as a provost. Then in '58 when we became a general campus, he was the first chancellor--he never served as chancellor, he was named chancellor before he retired.

DOUGLASS: But he was very experienced, a good advisor, and great to work with as far as young faculty were concerned; since we were small we all got to know him. For example, I was elected

MEYER: to the representative assembly systemwide, the academic senate organization representing the Davis campus. He would drive us to the meetings in his car. He didn't have the problems of rapid growth, but he had the problem of getting the campus in shape so it could. I remember buildings built during that period of time, land purchases and all that.

DOUGLASS: What did you think of his management style?

MEYER: Oh, it was just right for the time. It was small enough so he could lead the campus on what you might call the system of management by walking around.

DOUGLASS: Yes, I have heard of that.

MEYER: That worked very well. And everybody, everybody liked him, and he was fair and honest and a good administrator. But as a faculty member you never had much contact with him. He was with the deans and the chairs.

DOUGLASS: You briefly touched on what the campus was like in the fifties. You were talking about having a lot of contact with the students. For example, you played baseball games, but is there anything else you can add about what the campus atmosphere was like?

MEYER: Yes. One of the most impressive things that I ran onto when I first came was Picnic Day. Picnic Day has been one of the finest traditions this campus has ever had and has continued. My first Picnic Day was wheeling a three-month-old baby and a two-year-old up to the campus--we only had to walk three or four blocks, seemed like forever--to the parade. Then there were cattle being led in the parade and horses and floats; it was remarkable. Which illustrates the students taking on important activities. It became about the largest and best public relations event this campus has ever had. And the faculty and the administration had nothing to do with it except to help and advise. I was very impressed with the students.

Now there's an organization called Sword and Sandals which was a secret organization that I didn't even know existed in the fifties.

DOUGLASS: Sword and Sandals?

MEYER: Sword and Sandals. Or it was also called Number Nine. It had started in the twenties when the two-year students and the four-year students. . . . The four-year students were the students from Berkeley who had to spend a year at Davis

MEYER: in order to get practical agriculture. The students weren't getting along and the student attitudes and interaction were just a mess. Some of the faculty and students decided to pattern an organization after the one at Berkeley--and I can't think of the name of it at the moment--which was also a secret organization. These students had formed this organization under the guidance of the faculty whose sole responsibility was the purpose for the good of the university. That was their responsibility. They accepted it voluntarily and carried out the purpose. They would then select students--student body presidents, and people who had key roles on campus--to be members. In addition, certain faculty would be selected.

To give you an idea of how it worked, before I even knew the thing existed, I wanted to dehydrate alfalfa for an experiment I had underway. I went to a dehydrator in Dixon. I just had a little dab of hay but I didn't want to expose it to the sun and the rain. I went to see the owner, Jerry Fielder, and told him what I wanted to do. I didn't know whether I'd ever

MEYER: get in the door--didn't have much money. And he
DOUGLASS: said, "Fine. We'll come up and harvest the damn
stuff, take it to Dixon, dehydrate it." I would
MEYER: just load the pelleted alfalfa and bring it to
Davis for my experiments. It was amazing that
he just did it because he had been a student
member of Swords and Sandals. university.

Anyb I had another experience where I was
working with an outfit over in Petaluma, and the
same thing happened. This guy turned were
handsprings to be of help. That was great. cuss

DOUGLASS: When was this? parking, or whatever people

MEYER: This was in the early fifties.

DOUGLASS: You Later on then I was asked to join this too,
student organization and all at once I found out
MEYER: these two people were members from previous

years. There's an alumni group who were Sword
and Sandal members. This organization continued
on the campus till the middle sixties and then

DOUGLASS: took a hiatus and is now back and is no longer a
secret organization. It was reestablished about

MEYER: two years ago. But the organization provided a

DOUGLASS: core of students and alumni who are really

MEYER: loyal, really loyal to this place. That was
very impressive to me as far as atmosphere was

MEYER: concerned.

DOUGLASS: Once you became a member, what was involved on your part?

MEYER: They had meetings about every two to three weeks. They had two items on the agenda: they'd have discussion for the good of the order, and discussion for the good of the university. Anybody could bring up anything. The chancellor's office or provost or other people were there from the administration who were members as well as faculty. They would discuss the problem of parking, or whatever people brought up.

DOUGLASS: You said the students were involved in this too, right?

MEYER: The students would be the core. There was an alumni organization and there was the student organization. We, the non-students, were called associates; we weren't members.

DOUGLASS: And there was something similar to that at Berkeley?

MEYER: Still is.

DOUGLASS: What about other UC campuses?

MEYER: They don't have such an organization. I might as well finish this story about

MEYER: Number Nine or the Sword and Sandals.

DOUGLASS: Yes.

MEYER: During the sixties--and we won't get into it until later--we got different students as

student leaders. They were more interested in social issues and everything else and a focus on

what's good for the university died out among the students. The new group wanted to focus on

social issues and so the organization just died on campus. People on campus said, "To heck with

the organization." The alumni still got together--they own a cabin up in the mountains,

a pretty big one--once, twice a year to talk about things for the good of the university.

That continued during that time. The alumni wanted to form the campus group again, but I

insisted that women had to become members. It was only male.

DOUGLASS: Oh, I see.

MEYER: In the early seventies I insisted that women had to be members because it was ridiculous that they were not; women were in large measure running the place anyhow and the great bulk of undergraduates were women. A lot of the student body officers and so forth were women. But the

MEYER: damn--excuse my French--men alumni just wouldn't have anything to do with it. That went on until about four years ago and finally the alumni decided, "You know, we're going to die out if we don't get some student members." [Laughter]

DOUGLASS: [Laughter]

MEYER: The alumni gave in and so now women are members. Alumni brought in alumni women as members; women students are now involved. It's a growing organization again. Hopefully it will serve the same kind of role it did earlier in the sixties.

DOUGLASS: So, depending on the times, they would decide what were the main issues they wanted to tackle?

MEYER: That's right. You know I have been to the meetings they have. They're going to talk about scholarship athletics next week. I think I'll go to it. They decide what they want to talk about, which is good.

DOUGLASS: That's interesting.

MEYER: The other atmosphere prior to the sixties was, of course, you knew all the faculty. The town was small. One would go to the grocery store, half the people you'd see you knew. Nowadays you never see anybody you know. So it was just a marvelous atmosphere at that time.

DOUGLASS: Size really had a lot to do with the atmosphere.

MEYER: Yes, I'll say.

DOUGLASS: Did you see changes in the types of students who came at that time?

MEYER: Yes, because the two-year students disappeared. And more and more women started to come, which was a change. But in the sixties you really didn't see the activist types until about 1965.

Up until that time I didn't really see much difference in students. There were more letters and science students, more engineering students, different majors.

DOUGLASS: I would like to ask you to return to describing your responsibilities. You talked about what you were doing in the early fifties.

MEYER: Yes.

DOUGLASS: I know in 1960 you were named chairman of the Department of Animal Husbandry, but I was wondering before talking about that specifically, if you could describe how your role was changing in the mid- to later part of the fifties?

MEYER: Yes. I think that my role changed during the fifties because somehow I went over well in speaking to groups throughout the state, whether

MEYER: it was Rotary Clubs or chambers of commerce or feed manufacturers or whoever.

DOUGLASS: Why do you think that was?

MEYER: I think the reason was, I had topics they were interested in, and, secondly, apparently I could explain it to them in their terms. And then somehow because of my background on the farm and in the Marine Corps [United States Marine Corps]--the tongue-in-cheek motto was, if you don't know what to do, charge. [Laughter]

DOUGLASS: [Laughter]

MEYER: I learned on this very small farm--not too small farm then, but small now--you had to do things yourself. In northern Idaho you couldn't hire carpenters; there weren't such a thing as craftsmen available. You did your own carpentry work; you did your plumbing work; you did your own electrician work. The fact is the farmers got together and built their electrical lines. I came out of that background. And in the Marine Corps they put that out in spades--that if you're going to live, you better do something.

DOUGLASS: something happen?

MEYER: I was For some reason I was, early on, appointed to a variety of committees. The first committee

MEYER: was the Student Conduct Committee--campuswide committee. Then the Courses Committee of the faculty senate. And eventually became chair of both, at a young age. In so doing I would be dealing with administrators.

I should say that I have never applied for a job in my life. When I was approached about coming to Davis, Elmer Hughes, the chairman, asked me to lunch back in Chicago at the annual meetings of the Animal Science Association and we talked about the job. He wrote me two or three letters and asked if I was interested, and I said I was. Eventually I was waiting to hear from him whether they were ever going to offer me a job. Finally, he called the chair of the biochemistry department and asked, "Why in the world isn't Meyer responding?" I said to the chair, "Well, he never asked me to take a job there." We got that straightened out and I took the job.

Later I didn't even know I was under consideration for the chair of the department.

DOUGLASS: How did that happen?

MEYER: I was on a trip and when I returned the dean called me over and asked me to be chair. What

MEYER: he would do--Dean Briggs--he would ask each faculty member to give him two or three names of people who he thought would be a good chair. He was ready to change chairs--Harold Cole was retiring--and I gave him my suggestions and then he said, "Well, we want you to be chair." Well, I wasn't sure I was ready because I was still an associate professor and most of the faculty was older than I was. And, so I fussed around for a week or so before I decided to do it. But I think the reason that I took the job was the fact that--you will notice in here¹ I was in some years writing twelve, fifteen papers a year, and directing many graduate students; it appeared I was able to get a lot done per day. If you organize yourself you can get more done per day than you think. I think that putting everything together--for example, I was chairman of the Faculty Club bridge tournament, on the board of directors of the Faculty Club, the building committee, and I always went to the college faculty meetings. Most faculty don't usually go to meetings, but for some reason I

1. Meyer is referring to his vitae which includes a list of publications.

MEYER: did; two or three of us always attended--Bill Weir and a couple of others. Same thing for the academic senate meetings. I always went to that. I participated. Then I was on the scholarship committee to help assign scholarships to students. So all the above activities, I suppose, added into the decision.

DOUGLASS: Their consideration of you?

MEYER: Yes, at least as chair of the department. Some items I haven't discussed, but if you look at my record during the fifties--or my calendar--I started out giving one or two talks and then eventually as you go through the years I was giving eight or twelve talks throughout the state a year. And my research increased and the number of graduate students increased. I think that just moved me into administration.

DOUGLASS: But you weren't expecting this?

MEYER: No. The same as dean. I did make full professor while I was chair of the department. However in the spring of 1963 Emil Mrak called me over to his house and said he wanted to make me dean. Well, I didn't know anything about being dean. And I never applied. I had a hard time deciding on taking that position because I

MEYER: had planned to stay as chair five years and then go back into faculty. I still don't know why I did it. One reason I did, I guess, was we were having trouble getting students for the college. We'll need to get into that a little later. Dean Briggs had put me on the Student Recruitment Committee to try to find out why students weren't coming to Davis to the College of Agriculture. I guess I felt that I would like to have worked on that problem and get it straightened out. In addition, there were a number of things the college needed to have done because as I said, Briggs was not a dynamic leader at all. The fact is he really didn't initiate anything; he just kind of presided over the college. There were just a lot of things that needed doing.

DOUGLASS: What were some of the main issues for the College of Agriculture at that time?

MEYER: Well, there were departments that weren't developing the quality that they should among the faculty--this was my opinion at the time. And there were starting to be problems of getting new faculty positions. The college had not gotten any faculty positions from 1958

MEYER: through 1968, or '67, '68. There were no new faculty positions added to this college. One exception, we would be retiring faculty; we would get replacements for them, however. The building program in the college had come to a standstill; I think it was not as serious but nonetheless that was one of the problems that needed attention, and issues of that kind. So it was just a kind of general malaise that needed to be worked on. The faculty were not doing what they should be doing. It wasn't that they didn't intend to, they just didn't know they weren't. [Laughter] And I didn't realize it either until after leaving the deanship. When one looks back things are clearer.

DOUGLASS: Sure. When you look back now--in hindsight--why do you think that there was this sort of stagnation?

MEYER: Well, we had it so easy in the fifties and we weren't worrying about students. All at once the university was saying, "You aren't getting any new resources until you get more students." Plus no one was providing the leadership to try to do it except this committee that Briggs put together. So I guess realizing a sense of

MEYER: responsibility to the campus brought me to the decisions I made. I've always been able to identify with the whole campus.

DOUGLASS: Is that why you got more involved in these types of things?

MEYER: SS: Yes. Yes. You know, the college was small enough, one individual could handle it pretty well. MEYER: an entrepreneur; Mrak was. I said no

DOUGLASS: You brought up Dr. Mrak. He became chancellor officially in 1959. What were some of the things he did initially as chancellor?

MEYER: He was the right chancellor for the right time.

DOUGLASS: He was just right because he was a go-getter, MEYER: wanted to develop things--wasn't too well three organized but he sure went after things--and, DOUGLASS: was supportive, always supportive. He was a great help whether I was chair of the department or dean. For example, as you know, he developed the medical school [School of Medicine], the law school [School of Law], the graduate division, the College of Engineering, the primate center [California Primate Research Center]--all these programs came during the sixties. The campus was adding 900 to sometimes as many as 1,900 new students a year during the sixties. He was one

- MEYER: of these very gung-ho kind of leaders, liked students and students liked him. And the faculty liked him. So he was just right for that period--for this rapid growth. He was one of these entrepreneur types.
- DOUGLASS: So he really evolved the position in a way?
- MEYER: Yes. Oh yes, definitely. Because Freeborn wasn't an entrepreneur; Mrak was. I said he wasn't too well-organized, but he had good staff. And because he wasn't too well-organized, they had to organize, and so he developed a hell of a good staff. [Laughter]
- DOUGLASS: [Laughter]
- MEYER: Yes. We really haven't talked about that three years I was department chair.
- DOUGLASS: Yes, that was the next thing I was going to ask you since we've really come up to that point. What were your responsibilities?
- MEYER: Well, the department had a system of organizing by committees--I think as I mentioned earlier--committees responsible for undergraduate instruction, graduate instruction and laboratories, housekeeping and one thing or another. One thing that I learned as chair is to have the right people on the right

MEYER: committees; it sure makes work and life easier. I learned right away after the first year to get good people on different committees. And I just didn't rotate members; I chose people for committees. I learned that the committee structure is just fine if you have the right people running the committees.

DOUGLASS: You're looking at a calendar day and how you spent a day?

MEYER: Yes. That's right. This is from the sixties. "We're going to the California Cattlemen's Association." "Animal industry conference." "A wine tour." Cole decided I needed to get to know the chancellor, so he took faculty, myself and Emil Mrak and made sure I rode with him on a wine tour. "Preview Day speakers." "Student Recruitment Committee." "Saw lots of visitors--foreign and domestic." It was amazing; it seems like I had five or six people a week, sometimes more.

Then there was the Mahlon Cook issue--he was the vice chancellor for business and finance--where the administrative assistant [Geraldine V.] Jerry Rippengale came in and said, "Well, here's a bill for hay, and I can't

MEYER: find anybody who says we bought it." I tried to find out if hay was being delivered at the dairy barn. And it wasn't. And yet we were paying the bill for this hay. Further, some cattle were bought from up in the rice area where there isn't any cattle. I called the accounting office and said, "Look, here are these bills. We did not get any of the hay or cattle. And our budget's being charged. Will you look into this?" [Richard J.] Dick Frost, the accountant, had a very strange tone to his voice and said, "I'll look into it." This worried me because obviously somebody was stealing money. So I waited a week and finally made an appointment with Dean Briggs to go over and tell him of the problem. We were really frightened about it all. Then before I got to the appointment, the announcement came that Cook had been stealing money from the university. That taught me a lot about worrying--you just couldn't trust everybody. All at once, I [Laughter] wasn't quite as trusting as I used to be. And then, to continue¹ I went to the Farm

1. Meyer is referring to his datebooks.

MEYER: Bureau [California Farm Bureau Federation] Dairy Annual Meeting, the department chairs for all the state colleges meeting in Pomona, talked to the divisionwide meetings, meeting of the department chairs of all agricultural colleges in the universities--there are three of them--at Asilomar. I went to all the field station meetings; there were about eight or ten. I worked with the cattle feeders in building a feed mill and a feed lot. Harold Cole had the idea in the late fifties that we ought to approach the cattle feeders since that was a growing industry. Two or three of us were doing a lot of research with cattle feeding and we ought to build on that contact, we ought to go to them to see if they would want to build a feed mill. And, lo and behold, they were anxious to do that because we were doing the kind of research they liked. We had been going to all their meetings. I usually went to all their board meetings up and down the state when I was on the faculty. Harold Cole and Lofgreen and I then worked with the cattle feeders and they raised over \$150,000 and built this feed mill that's out at Straloch--which is now worn

MEYER: out. Then the feed lot was built by the state.

DOUGLASS: That was one of my jobs, to get that and work
MEYER: with those kinds of people. As I look at the
three years I was chair, I did things like that.

I had I recruited [Ransom] Lee Baldwin, a faculty member who's still here, who's one of our very top ones. The farm advisors in Shasta County and I worked on selenium and vitamin E problems with cattle--got into real trouble, I did.

I also reworked the relationships in the External Animal Husbandry Advisory Committee.

DOUGLASS: The department had a committee of people from
MEYER: the animal industry who met once or two times a year, and advised the departments and commented on the programs. That became a very effective committee. Then I was a consultant for Armour and Company. Then in '62-63 I went to Chile because the Rockefeller Foundation was working to develop an agricultural research program. I was there as a consultant in 1962-63.

[End Tape 1, Side B]

[Begin Tape 2, Side A]

MEYER: I spent time in Chile, which was a good education, and we obtained good students out of Chile in the graduate program. Here it says I

MEYER: was cub master for the cub scouts. Never again.

[Laughter]

DOUGLASS: So you had a varied experience?

MEYER: Yes. I kept quite a lot of research going, but

DOUGLASS: I had decided as department chair to not take any more graduate students and to motor down my research. I took on teaching one major course called "Meat Production," which was the capstone course, and taught only the one course. For some reason I decided to devote all my time--most of my time--to being chair.

DOUGLASS: Do you know why?

MEYER: Well, I tended to be that way, you know. I figured out what was my main responsibility and did it. And I thought, "I'll motor down my research and won't do as much teaching," and the faculty--it was fine with the faculty as far as teaching--picked up the difference in load and [I] concentrated on developing the quality of the department. For example, we had a couple of faculty members we had to dismiss. I had realized in the past that we hadn't dismissed faculty that we should have. I decided that I wasn't going to do that. I worked that out and it worked out fairly well, it's hard, it's hard

MEYER: to do that. Most of the time you'd ask them to leave and work out a good way for them to leave and get another job. That could take a lot of time.

DOUGLASS: What were the main challenges during that period? It sounds like that was one. Were there others?

MEYER: The other one was worrying about student enrollment in our department. [I] worked with the School of Management¹ at Berkeley to see how we could direct students who get their degree here and then go to the School of Management for a master's degree. They were very accommodating with us, marvelous. We didn't get very many students to do that. Students tended to go to ag econ [agricultural economics] on campus rather than the School of Management. We spent quite a lot of time getting our curriculum changed and revised. That's hard to do because that's a faculty decision, not an administrative decision.

DOUGLASS: What was your role in trying to get the faculty to look at that?

1. The Graduate School of Business Administration.

MEYER: Oh, you appoint the right committees and make suggestions, and it's kind of an advise and consent sort of relationship. If you provide the leadership that makes sense to the faculty--consult with them and don't surprise them--they're amazingly good about doing these things. It's a matter of, in a sense, reviewing the supporting evidence. I never found faculty to turn things down. If you put together good programs and good rationale, and they know what they are, that is. It really was a challenge. On the other hand, that was how the faculty generally operated anyway. But I think hiring and reorganizing the faculty, reorganizing the curriculum, developing good relations throughout the state was the major activity. It wasn't, wasn't a tense time. It wasn't a time of tension.

DOUGLASS: What are the other things that you think of as achievements during that specific period from 1960 to 1963?

MEYER: Well, I guess the achievement was that the department became well recognized as probably the best in the country. It really was there anyway, so that wasn't much of an achievement,

MEYER: but it certainly didn't go down hill. It is probably one of the ranking departments still in the United States. And it stayed there. I think that the achievement was that I just kept a good running department running well.

Now during that time also I initiated a study on the need for fundamental animal

DOUGLASS: research facilities, which are across the street, called the Cole Facility. [I] made applications for funds to the National

MEYER: Institutes of Health, put together the right

DOUGLASS: committee under the chairmanship of a faculty member named [James M.] Jim Boda. I don't remember the other members, but they developed

MEYER: the concepts and the plans and the requests, and I worked with them in sending the requests for funds to the National Institutes of Health. It

DOUGLASS: wasn't until I was dean the first year that the

MEYER: review committee came. They reviewed it and granted us the money. Also helping build the feed lot and remodeling a number of barns around the campus was an activity. We were improving our facilities.

At the same time the university had purchased Sierra Field Station [Sierra Foothill

MEYER: Range Field Station] and livestock station, up above Marysville. I was active working in getting it started and up and running during that time too.

So I don't know whether I accomplished anything or not but at least the department worked pretty well together.

DOUGLASS: Do you want to go ahead and talk about the early time when you became dean of the College of Agriculture?

MEYER: Yes, I could.

DOUGLASS: Are there some things you want to summarize or add looking back on the fifties and the early sixties?

MEYER: There was one thing that I didn't mention. I did receive the Animal Science Research Award in Nutrition.

DOUGLASS: When was that?

MEYER: That was in 1963, the last year I was chair. It was given by the National Association of Animal Science [Animal Science Association] for nutrition research during that period of time.

The other point, too, is we had developed good graduate students during that time, and some of them are now retiring, unfortunately.

MEYER: The former chair of animal science , [William N.] Bill Garrett was one of our graduate students and one of mine who went on and became one of the outstanding faculty members in the country and was chair of this department the last three years. Another good thing that happened to us was we had good students and we've done extremely well across the country. We can't complain about it.

MEYER: Yes, I might then say as dean--and I think we may not want to spend a lot of time, because I do need to refresh my memory--when Mrak asked me to be dean, and I mentioned that before, I took over on July 1 and I distinctly remember--and always will--when I moved over to the dean's office. I got a laboratory cart and my two sons--one was about thirteen and another son was about seven or eight--and the three of us loaded all my books and all the files and just carted them down to the old horticulture building one Saturday morning and moved in. Then Monday all was ready for the secretaries, including Lorena Herrig as my administrative assistant, and one associate dean for instruction, Harry Laidlaw. My first efforts were just to study the files

MEYER: SS: and to find out what in the world the college was, and what the rules and regulations were that I didn't know. I think one of the important things--again I've mentioned Lorena Herrig--she was there and was very knowledgeable and essential to the dean's office.

DOUGLASS: Now you said before that Dr. Briggs had brought her on. So she had been there since he had started with the school?

MEYER: Yes, that's right. I didn't know how well we'd work together. She was a strong individual. I remember not more than three or four months later there was some issue that came up and I had written a letter saying such and such and she thought that was wrong. So she wrote a note saying, "Well, you know, you really ought to consider this, this and this." And there it was in my box. And it made me just as mad as could be. [Laughter]

DOUGLASS: [Laughter]

MEYER: SS: So I fortunately left the issue until Monday morning, having looked at it Saturday morning, and decided she was right. So I wrote a note on it that said, "You're right." She later said that's when she decided to stay. [Laughter]

DOUGLASS: [Laughter] So she wasn't sure if she wanted to stay?

MEYER: Yes. So we worked together for the next twenty-four years. So that was one of the nicest things that happened to me was having her as an administrative assistant doing more than running the office. She knew the organization, she knew the policies and procedures, she had more knowledge about the campus than most people in the chancellor's office had. I was very fortunate.

The second thing that was quite important was that Fred Briggs had intended to hire a new chairman for the home economics department. He was all set to get this woman from Tennessee. He and I agreed that he'd be dean until July 1st and I'd be dean after July 1st. He'd make all the decisions till then and I'd make them afterwards. So it seemed to me he'd hire the new chair of home ec.

DOUGLASS: Just to clarify, when did you officially accept the position to be dean?

MEYER: Oh, about April or May.

DOUGLASS: All right. Go ahead.

MEYER: Even though I talked to the woman that he was

MEYER: trying to hire, she decided not to come, which is one of the best things that ever happened. Not that she was not a good person. It was the fact that when I came in, home ec didn't have a chair. He asked--I forget who he asked to serve as chair--I guess it was Lucille Hurley, an outstanding nutritionist.

DOUGLASS: How long had they not had a chair?

MEYER: Oh, just a brief time. And the home ec department had decided that "they weren't doing too well either." They thought it was the name--they felt they really needed a better name than "home economics." So I said, "OK. That's fine. Why don't you go back and tell me what name the department should have." They went back and a month later came in and said, "Well, you know, we can't think of a name." So I said, "Well, what is your mission and what are you supposed to be doing?" So they went off for another month or so and then came back and said, "We can't figure that one out either." And I said, "Well, it seems to me that the thing for us to do is to sit down and work on this together." I appointed a committee, which I chaired, on what home economics ought to do. In so doing that,

MEYER: it was my first chance to see what I could do working with a department. I'll continue that next week. [Laughter]

DOUGLASS: [Laughter] OK.

MEYER: Because it was very important that the first thing that happened that summer was to help what they just couldn't work out.

The other important thing was that I inherited a lot of good department chairs. They were particularly good. I'm sort of telling stories now, rather than . . .

DOUGLASS: No, this is good.

MEYER: . . . getting through the process. There was one individual in particular, Dillon Brown, who was chairman of pomology. In the past whenever positions became vacated because of retirement they always came back to the same department. I didn't think that was a good idea. I thought that we ought to find out where the positions would best be used because the college was not getting new positions, maybe it was some other department that ought to have the position rather than pomology. We talked to the chairs and I told them what I was going to do, try it out that as chairs become vacant by retirement

MEYER: they'd revert to the dean. Well, they weren't so sure about that. [Laughter] Anyhow, we started. The first one that became vacant was pomology. There were three vacancies that year and I put two back in the departments they came from but not in pomology's. Dillon was a little upset about this and so was the department. He came over to see me. And I said, "Well, Dillon"--and I won't tell you the name of the person--"but so and so retired, and you know right well he hasn't done anything for ten years. You aren't even going to miss him." I looked at him and he said, "You know, you're right." And the department chairs never said another word about that new policy. [Laughter]

DOUGLASS: [Laughter]

MEYER: That started the policy of all positions becoming vacated by retirement would come to the dean and all positions made vacated by dismissal would stay with the department because if they were going to dismiss somebody they might not if they knew they were going to lose a position. I was able to carry that policy on to the chancellor's office. We established the policy at that point then that all retired positions

MEYER: come to the chancellor. All positions vacated by resignation would stay with the dean, and all those made vacant by a dismissal would stay with the department. It was an example of sheer luck, or maybe a chairman who could see the broader issues. It turned out that most of the chairs could also.

The second, or the fourth thing--and I'll have to get into this in more detail--was that Briggs had put together this Student Recruitment Committee that I mentioned earlier. I decided that I would work hard on student recruitment and kept this recruitment committee going, except I chaired it, kept many of the same people on it. There was a man named [Harold O.] Harry Walker who was head of what was called the Bixby-Ag Practices Program. We'd gotten a large endowment for money to use to help students get practical experience so when they went to get a job they had enough practical experience to work in agriculture. He was the head. He was on the recruitment committee along with a number of faculty. Well, we worked hard. The fact is I later brought him to the dean's office to be an assistant dean. We developed brochures; the

MEYER: faculty agreed to meet the biology and the agricultural instructors to give lectures on important areas of biology and agriculture. The faculty developed little research kits that the students could use in their courses. For example, one of the faculty members irradiated beans--he was doing irradiation of foods. The irradiated beans were compared to non-irradiated. Students could plant the two kinds of beans. Beans grow fast and could grow under fluorescent light; the faculty used them in biology. We felt we weren't getting good students out of the biology departments and the vocational agriculture departments. We, the faculty, agreed to be speakers and so we were available to high schools and community colleges as speakers in areas of their interests. The fact is I remember Walker and I visited all the community colleges we could south of the Tehachapis in Los Angeles and surrounding areas, including Imperial Valley. All of that activity didn't do much good, that is, in increasing student enrollment. We had recruited like mad, and finally decided the problem was the program wasn't right. We didn't have the right programs

MEYER: to interest students to enroll in our college.
I want to get into that next time, but I was giving you those examples as the sort of thing that sets the style of the administrator or the programs of the administration. The home economics having a problem, the need to have flexibility in use of positions so that the dean had something to allocate in terms of new positions when they were vacated, that the right people were available in terms of Harry Walker and Dillon Brown and Lorena Herrig. You learn to appreciate the value of staff. And finally is, all at once you realize you can do whatever you want to do, but if you don't have a good product you not getting anywhere. These types of issues really set the direction of my efforts as a dean.

A fifth learning situation that happened to me was cotton. I didn't know a damn thing about cotton. I'd worked with animals. All at once Fred Briggs told me they had all this trouble with this verticillium wilt in cotton.

DOUGLASS: This is when you first became dean?

MEYER: Yes. The fact is he took me to a cotton group meeting in southern San Joaquin Valley while I

MEYER: was still chairman of the department and had been named dean. It turns out there's one variety of cotton, acala, a-c-a-l-a, which is the finest cotton grown in the United States and is better than that from the South. It makes an excellent cloth and demands a premium. All at once it got something called verticillium wilt. Cotton, where it used to yield four bales to the acre, would only yield one or two bales to the acre. It turned out there was a group of cotton growers who wanted to keep the acala cotton and improve it, and a group of cotton growers who did not. The last group wanted to be able to go out and get a cotton variety from the South that produces six bales an acre and they didn't care as much about quality. I went to this meeting in Visalia a couple of months later, and here I was, expected to solve this problem with one group pushing from this side, and this group pushing from that side. I was standing in front of this group of cotton people, very irritated with each other. "What was I going to do?" I hadn't expected to be in that spot or anything. I was just seeing what the problems were, but all at once I ended up in front of them. As a

MEYER: consequence I said, "Well it strikes me that we have a state law that says this acala cotton is to be the sole California cotton variety. Until you change the law, we really ought to do the best we can. At the same time we ought to look into ways of increasing yield and in working together and working with the state Department of Agriculture and get a little better handle on this problem. I don't have it well enough in mind, since I know sheep real well and they have wool, but that's different than cotton."

[Laughter] And so they sort of laughed at that and decided to give us another month or two to get our act together, which we did.

We got the right faculty together and the growers came up with a lot of money to support cotton research. That gave me experience of trying to mediate between two groups of fighting people, both of whom wanted one to be on their side or the other side. You had to be able to come down the middle and not appear to be wishy-washy but have something firmly in mind. And I don't remember precisely what I said except that I stood up there in front of them and reasoned the problem from my perspective.

DOUGLASS: And they accepted that?

MEYER: They saw that I was trying to think my way through it. Actually that same approach worked in campus unrest, and I'll come to that sometime. I learned an awful lot that first year as dean.

DOUGLASS: Since this was a surprise--or an accident--you said, your becoming dean, but did you really know what was expected of you as dean? I know you were in the College of Ag and you knew some of these things, did Chancellor Mrak give you in any specific direction or state what he thought your position should be?

MEYER: No. Well, there were two aspects. Fred Briggs and I went to some meeting in the valley and drove down--it was about a two or three hour drive, I guess--to Fresno. We spent a lot of time talking about the problems. He wasn't a verbal person nor was he one to volunteer things. It was one of the problems I had with him as a chair. I never really got any help from him and had to figure out what to do. But he and I had a good long talk.

The second aspect was Lorena Herrig. She knew how things operated, and Lorena was a

MEYER: person who would suggest things. Her rule was if she felt you were doing something wrong, she'd tell you twice. If after the second time you still were going to do it anyway, she'd just agree and go along with it. But, she always tried twice. And I soon learned if she came back the second time. I'd better listen.

[Laughter]

DOUGLASS: [Laughter]

MEYER: But I had the habit as chairman and as dean of going to the library, and spent a lot of time in the library studying material that's available on colleges, on experiment stations, on extension service, on experience of others, from people who were doing research on universities and colleges. I studied hard. I'm doing a research project now where I'm writing a monograph¹ on the future colleges whose roots were in agriculture, and one of the things we learned in doing teaching and research is you go to the library to study what's been done before proceeding. I think that's a good idea for an

1. The Outlook of Colleges Whose Roots Have Been in Agriculture.

MEYER: administrator. But if you go to the library as an administrator, don't get too lonely because you may never meet another administrator there.

DOUGLASS: [Laughter]

MEYER: Administrators don't go to the library and read. I had developed that habit and I learned a lot there.

The second thing that helped was an organization called the Commission on Undergraduate Education in Biology¹ formed in 1963. I was asked to serve on that commission. It was a national commission under the auspices of the National Science Foundation to improve undergraduate instruction in biology because it needed improvement. There were a number of those in chemistry and mathematics, economics, et cetera.

DOUGLASS: So that coincided with . . .

MEYER: . . . Same year I became dean . . .

DOUGLASS: . . . when you became dean.

MEYER: The first year I was dean I went to St. Louis to a three day meeting and was impressed with the way they took sixty or seventy people and

1. Commission on Undergraduate Education in the Biological Sciences.

MEYER: handled difficult discussion issues. They set up the meetings with small group discussions, then together as a bigger group in a plenary session and brought forth the issues discussed by the small group. Then another smaller group would take all the issues and put them together in a coherent package. This package would go back to the original small groups. Each of the groups would discuss issues again and come back to see whether there was agreement or disagreement, and end up the meeting in two or three days with sixty people coming to pretty much of one mind. That was another help to me in learning how you work with faculty who are individual entrepreneurs and have independent authority on the courses they teach and how they do their research.

DOUGLASS: The most decentralized organization in the United States is the university. The faculty member decides what to teach, how she or he is going to teach it; they decide what research to do and how to do it. Administration doesn't tell them their business. The chairman doesn't tell them their business. They decide; they are as independent as a carpenter. You know,

MEYER: carpenters are quite independent. They do their own thing and apply their skill. But in this case the faculty is making decisions on what to teach students and what new knowledge to develop for their country. They have independent authority as a group in the university to decide the curriculum and the courses. The administrator can't decide that at all--no dean, no chair--the faculty does. So to administer a faculty, the technique the CUEB's used--the Commission on Undergraduate Education in Biological Science--was a very good one because it taught me how you can take a group of independent people and get things done. I used that technique all through my deanship and as chancellor. That was the other major thing--I learned an awful lot that first year--that worked well.

DOUGLASS: It sounds like you learned most of what became your management approach in that period. What were some other things you learned when you were chair.

MEYER: Well, the funny thing about being raised on a farm, and the way my folks raised me on this farm as the oldest, was the way of teaching

MEYER: responsibility. My Dad was not a very talkative person. He'd show one how to do something and then he'd turn one loose. For example, when Germany invaded Poland in 1939 I was alone on the farm. My folks took the other two children for a two-week or three-week trip to Yellowstone and the Tetons. I was left on the ranch to run it. And I did just that. I took care of all the livestock and did some work in the fields; hauled hay--got a kid from town to help me get the hay hauled. My father was that way. He'd just tell you to do it and you had to go figure out how to do it. He'd come around and tell me which was wrong and he'd do it sometimes in very perky tones.

I never will forget, when I went to college I took an ag econ course and one of the projects was to plan rotation systems--cropping systems--and so I decided to use our ranch. So I took the ranch--we'd just bought a new chunk of ground--and worked out the rotation scheme and the crops and everything else. That included changing the fence lines, moving fences and doing a number of things. I did that and I took it home to him and he looked at it and he said,

MEYER: "OK. You go ahead and do it." I think that growing up on a farm does help.

DOUGLASS: There's a certain amount of independence?

MEYER: Well, because managing a university, or managing a school if you will, is more like agriculture.

[End Tape 2, Side A]

[Begin Tape 2, Side B]

MEYER: Yes. The reason managing a school or a university is like management in agriculture is while the farmer does plant the crop, fertilize it, harvest it, there's a lot of things that go on that he has no control over. It rains when it wants to rain. The sun comes when it wants to come. It's cold or it's not cold. There are insects or not insects. A lot of things are going to happen anyhow no matter what he does. And in the university no matter what the administration does, students are going to show up for class; the faculty is going to be in class. You know, the administration could leave Mrak Hall for a month or two--as long as everybody got paid--the faculty would go to class each day and they'd be in their labs doing research; the students would be going to class, finals would be given, the students would be

MEYER: taking their grades. All that would go on no matter what; that's just a part of the system. You just have to realize in organizations that people are going ahead and doing things that they're used to doing. It's habit forming or it's a sense of responsibility--whatever. And so as a consequence if you can visualize--and that's what I as dean eventually came to realize--that you're presiding over a process. You're not presiding over an organization like I did in the Marine Corps where I told people what to do and they did it. In this case a lot of this is going to go on anyhow. You influence the direction, you influence the flow--or you can make a mess out of it. You can interfere with it, but if you don't do anything, it's going to do fairly well anyhow, you know.

DOUGLASS: That's interesting.

MEYER: Another thing I learned was that the dullest kind of administration is preventing problems.

MEYER: I learned this from a guy in Australia. We were talking about doing research in agriculture and he said, "You know my main concept in Australia is to do research that prevents problems. That's the best kind of research--not to solve

MEYER: problems, but to prevent them." And you know, I discussed that with him to all hours of the night because I thought it was really interesting. I'm sure it wasn't new to him, but it was new to me. I realized in administration that the dullest kind is to prevent problems because if you prevent problems you'll never know you're ever going to have a problem. If you don't prevent problems it's exciting because you've got a problem to solve. If you prevent it, it's kind of dull. Nothing ever happens. You just prevented the problem from occurring. So one has to anticipate impediments and problems and prevent them. That was another thing that came to me while I was dean--which I learned in talking to this guy in Australia when I was a faculty member. Also I redirected my research to some extent in that direction.

DOUGLASS: Did anything specific happen that confirmed that approach for you?

MEYER: Well, it was one of those things that I became aware that I was doing. When we were trying to change the program in the college I realized that all at once when I sat down and said, "Now who is going to have an impact on this decision

MEYER: that we should do this new thing?" I did that somewhat intuitively rather than deliberately, and actually had a learning experience with my first steering committee in developing a new teaching program when I chaired it. I thought to myself, "You know, I really need to have some department chairs on the committee." So I chose two or three of the best leaders among the chairs because that's an important group that will influence an administrator's perspective. The second group is the faculty organization--various faculty committees--and the senate committees are going to have to approve these new programs. I selected not necessarily always the chair of these key faculty committees--but often did--and put them on the Steering Committee. Then I went out and got the brightest minds that I felt there were in the college, young ones usually.

DOUGLASS: How did you identify them?

MEYER: I knew them. A lot of them I knew. And others, I just talked to the chairs of departments. I think that I said to the chair, "You know, we've got to have a representative from this area, one from the plant sciences and one from animal

MEYER: sciences." I didn't know who to choose and then I'd talk to the chairs and get names from them. I'd just ask them, "Who has the most creative mind you've got?" Then you'd put this group together as the group you work with. Then one widens the circle. You may have to appoint subcommittees and take some of the people on the Steering Committee as chairs of a subcommittee; or take a couple of them, put them on a subcommittee and one of them as chair, then add other faculty onto that committee. By the time you have set up four or five subcommittees, all at once you've multiplied those involved by four or five times. Then if you hold a big conference where you bring in a lot of people--most of them new--plus Steering Committee members, you widen the circle in another way. So as you widen the circle of knowledge on these ideas, then they can be implemented more easily. The more people [who] know about the issue is the best way of implementation because one should not plan new programs without figuring out how to implement them before you start. That's the way you prevent problems. Sometimes things seem woefully easy, but it's because you

MEYER: prevented the problem.

[End Tape 2, Side B]

[Session 2, February 7, 1931]

[Begin Tape 3, Side A]

DOUGLASS: I would like to continue with the period when you were dean of the College of Agriculture and get back to some things that you wanted to expand upon. One thing that you mentioned is when you first became dean one of the first issues you faced was that involving the Department of Home Economics. You said that it gave you a chance to see what you could do in terms of working with the department. What did you learn from the experience?

MEYER: Yes. The issue was whether home economics had a proper place within a University of California--a research university--when its evolution came out of the need in rural America for health and welfare of the rural communities, especially the farms and the farmer's wives and children. They had developed in a fairly typical way but the students weren't as attracted to home economics as they previously were. They weren't being

MEYER: trained or educated to be housewives as they were even in the fifties, especially the thirties and forties. As a consequence home economics were trying to figure out where they

[Session 2, February 7, 1992] As I say have

[Begin Tape 3, Side A] before, the first problem was the fact

DOUGLASS: I would like to continue with the period when you were dean of the College of Agriculture and get back to some things that you wanted to expand upon. One thing that you mentioned is when you first became dean one of the first issues you faced was that involving the Department of Home Economics. You said that it gave you a chance to see what you could do in terms of working with the department. What did you learn from the experience? the problem and

MEYER: Yes. The issue was whether home economics had a proper place within a University of California--a research university--when its evolution came out of the need in rural America for health and welfare of the rural communities, especially the farms and the farmer's wives and children. They had developed in a fairly typical way but the students weren't as attracted to home economics as they previously were. They weren't being

MEYER: trained or educated to be housewives as they were even in the fifties, especially the thirties and forties. As a consequence home economics were trying to figure out where they fit within a university. As I may have mentioned before, the first problem was the felt need for a new name. And their second problem was, "What is our mission?" They could not determine their name or mission. At the same time I was studying the problem of undergraduate enrollment and what the college ought to do in order to meet the problem; home economics fit right into the student enrollment issue.

Following discussions of the total set of issues I sat down with three or four of the home economics faculty, talked about the problem and finally put together a home economics committee which I chaired. It included what I thought were the good minds--some of them young, some older experienced individuals--from the department. And I added to it the chairman of the Department of Agricultural Economics who had also the responsibility for home economics education, as well as ag education. I think I added a few other faculty from outside the

MEYER: department, but I can't remember who they were. We started to meet together to figure out what the home economics' mission was, where they were going, what were their problems, and why there was fighting between groups. All at once it came to mind that we had different kinds of faculty. We had faculty who were in design, who were artists. We had faculty who were scientists such as those in nutrition, consumer economics and textiles. We had economists who were social scientists. They didn't know how to talk to one another; their goals were different, academically as well as personally.

Once I became aware of this, and as I was studying the college as well, it seemed to me the disciplines they represented were very important, such things as nutrition, consumer economics, and human development. Child development was another important part of their department and enrollment was quite good in child development at that time because most child development people entered elementary education. In discussion with the committee we evolved a proposal and as the first fall conference in '64 developed, we were able to

MEYER: SS: take a proposal as a model to the conference.

MEYER: Yes. What I learned from it was this: if you sat down with a good group of faculty and were personally involved--and remember that some things a dean cannot delegate and should not delegate to others--you can accomplish a lot. Unfortunately deans do this a lot of times. In this case, with such an important department and such a critical problem, I decided to be directly involved and try to implement whatever we decided. From there on as dean I would figure out--and I didn't do it deliberately, it was intuitive in those days--where the overall dean had to be involved and where an associate dean or others could be delegated the responsibility. All at once I realized a dean had to know he or she should tackle an issue and lead it, who should be on those committees to help make the decisions effective. The make-up of a committee was one of the most important aspects. One shouldn't appoint a committee with representative members as most faculty do where they try, "Well we ought to have so and so represented and this group represented," and so forth. You don't do that. You choose the best minds.

DOUGLASS: So you learned that early on.

MEYER: Yes. I'd say it was an instinctive, intuitive approach. I didn't rationalize this approach to problems at that time. I have now as I look back.

DOUGLASS: You mentioned during the previous session that the College of Agriculture experienced a drop in enrollment in the late 1950s, then it dropped again when the two-year program was eliminated.

DOUGLASS: When you became dean you saw this as an important area of concern. What did you decide to do to deal with the problem?

MEYER: It was an important area of concern because new faculty positions come with increases in enrollment. The college was going down in enrollment, not increasing. Letters and science was growing; engineering was growing, and agriculture was not. So from a practical point of view if we needed new faculty to do new programs, we had to have students. And my first goal was to be as a part of the group, the Recruitment Committee appointed under Dean Briggs. I continued the Recruitment Committee and we did, as I mentioned, a lot of visiting to high schools and community colleges around the

MEYER: state trying to recruit students for existing programs. For two, three or four years, I found we didn't get more students. So the most

MEYER: important thing was to figure out that the teaching programs were the problem. When I realized that, I put together something called a Steering Committee which I chaired and led to the first fall conference in 1964, I believe it was.

DOUGLASS: So the Steering Committee was used to identify what the problems were?

MEYER: In the college. I used exactly the same technique. I believe that I mentioned for home economics in that I chose three or four of the best department chairs, three or four of the best people from the faculty academic senate of the college, and other people with good minds. Here I intuitively selected in my first two committees people with the best minds and those who were most influential in the college's decision process in the departments and faculty organization.

DOUGLASS: That leads to talking about the fall

1. Tabos Curricula Development Conference,
College of Agriculture, University of California, Davis
Campus, October 23-25, 1964.

DOUGLASS: conference.¹ Could you explain in more detail what the Steering Committee did and how that evolved?

MEYER: Well, part of it was examining the curriculum and the majors. Our product was wrong; what was the enrollment in the various majors and why didn't the major have sufficient enrollment. For example, the plant sciences had a number of majors--agronomy, vegetable groups, pomology, viticulture and so on--and only a few in each major. When you look out in California, out in the industry, farmers just don't grow only agronomic groups. They may grow wheat and barley, but many will also be growing tomatoes and vegetables, fruits, or they may have livestock. And so there are no people who are agronomists in the state of California except in our agronomy department, and no pomologists except in our pomology department. We decided we had to tackle the plant sciences and others and try to figure out how do you approach the problem.

1. Tahoe Curricula Development Conference, College of Agriculture, University of California, Davis Campus, October 23-25, 1964.

MEYER:

Another thing that I re-realized was that ag econ had pretty good enrollment but the people managing the farms, or so on, when they went to the farms didn't, know much about the basic sciences. Or those from the applied sciences, like plant sciences or animal science, didn't know enterprise management. We put together a proposal for an ag science and management major at the undergraduate level. We went through these various majors and tried to rationalize what they ought to be or might be.

DOUGLASS:

MEYER:

At the same time, my first year as dean I became involved in the Commission on Undergraduate Education in Biology program and learned a lot about the ferment going on in biology and what they were doing. We were able to take advantage of that information we were getting from them. The National Science Foundation also started a Commission on Undergraduate Education in agriculture about that same time. I knew some people in that group and we took advantage of them. We even had them visit the campus. Hence we had the background and the method for having a conference, which led to the fall conference.

MEYER: We went off campus for three days, had introductory sessions where we introduced and tried to define the problem, then broke into small groups of about nine for questions asked in such a way that these small groups could address in one to one and a half hours. We had around sixty or seventy people at the conference and we had maybe ten small groups for debate, when finally each would get a chance to talk.

DOUGLASS: This was students and faculty?

MEYER: No, actually in this case it was just faculty. I didn't learn about the value of involving students till later.

We worked with the chairs of all those small groups and told them what they should do; if so and so wasn't speaking, you'd involve them and find what they were thinking. Then we would have plenary sessions where we would come back together for these chairs' reports. Then we'd break into other committees on other major questions and be getting closer to what and how to implement as we went along. We'd mix the committees so that the faculty would become acquainted with different faculty on the various committees. As a matter of fact, even on the

MEYER: rides to Tahoe we had people ride in the cars with people they didn't know as well. We would mix them up with an animal scientist and a home economist and so on. They would get to know each other in the three hours in the car together. We even deliberately had people room with somebody they didn't know. Our whole idea was to mix people to get them to know the college as a whole.

DOUGLASS: How did they react to that?

MEYER: Oh, very well. A lot of them ended up with some different friends.

The Steering Committee monitored the retreat and stayed after everybody left and pulled the ideas together. We came back to the campus, and since we had a mix of people from the senate and chairs and different areas on campus, we were able to set up committees immediately to implement the ideas. For example, we should have new curricula; we needed to have new majors, and so we took those to the faculty senate of the college. Lo and behold they passed the modified and the new curricula overwhelmingly. It took us two years to get to that point.

- MEYER: and What I learned there is that one can get a large group of several hundred people to develop and implement new programs if you think it through and develop the process. So process
- DOUGLASS: then became uppermost in my mind as an administrator at that point. Think of process before one thinks of solutions.
- DOUGLASS: Did you think that was reasonable, the amount of time it took to do that?
- MEYER: Oh, we saved time.
- DOUGLASS: In the long run?
- MEYER: Oh yes. What I see happening in most instances is that faculty committees study new or modified programs; they take it to the academic senate and those who never have looked at the program before vote it down.
- DOUGLASS: So you found this an effective and efficient way to work with people?
- MEYER: You involve people in defining the problem--it's the Japanese style of management--and then spend the time defining the problem. Then eventually either management or committees decide this is the way we solve it. The larger group say, "Oh yes. We talked about that. Now that's not the way I'd do it, but I know what the problem is

- MEYER: and let's give these ideas a chance," so to speak. So we discovered the Japanese system of management before I started to read about it in the late seventies. [Laughter]
- DOUGLASS: [Laughter] You talked about the issues you were faced with that first year as dean and it sounds like quite a few things happened especially during the transition period. What other challenges occurred during your tenure?
- MEYER: Well, the changes in curriculum did lead to student increases in number. That didn't happen until the late seventies actually--or the late sixties--we really didn't see greater increases in student enrollment till about '68 and '69. It takes quite a while. And so one has to hang on for the long term. What I found I was doing the first year, besides tackling this immediate issue of student enrollment, was several other issues. I gave a variety of speeches. For some reason I must have given twenty-five speeches that year to Rotary Clubs, the Shasta College Ag Liaison Committee, at Cal Aggie Leadership Conference. One day I spoke to women employees of the College of Agriculture, people who worked in the offices and in the laboratories, wool

MEYER: growers, and a variety of groups, even the L. A. [Los Angeles] Chamber of Commerce group. That activity took an awful lot of time. I'm not sure how I got it all done.

It was very important, but in retrospect another situation led to more authority delegated to the campus. What the campus was doing at that time after Kerr's decentralization was work out new ways of operation. I didn't realize that was what we were doing. For example, during the first two years I was dean, the merits and promotions still had to go to the vice president of the University of California in order to make the decision. I remember there was one person that we recommended for promotion and [Harry Richard] Wellman turned it down. I thought it was a bad decision.

DOUGLASS: This was when Wellman was . . .

MEYER: . . . executive vice president of the university.

I called people in the chancellor's office and the vice chancellor for academic affairs and complained about that. I decided to call Vice President Wellman's office and the only person I could get a hold of was an associate vice

MEYER: president. I said, "I really needed to know why he turned this faculty down so I can help him or her argue the case." She said, "Vice President Wellman doesn't give reasons." That ended it.

DOUGLASS: Eventually the campus was able to make its own personnel decisions. But we had the transition when many things were partially centralized and remained that way for two years.

MEYER: An example, the faculty had never been organized to make the final decisions on courses and curriculum; they also went systemwide. They had to organize to take over that responsibility. The personnel office and the purchasing office had to be decentralized. We had quite a lot of turmoil on just operational issues. At the same time Clark Kerr decided that we should go to the quarter system.

DOUGLASS: What year was that?

MEYER: It was about '64, '63-'64. Even though our faculty was not in favor, we still went to the quarter system. We had to change six or seven thousand courses, revise curriculum and so on.

DOUGLASS: What did you think of that change?

MEYER: Well, I thought it was not good. It was bad

MEYER: from an academic perspective. I also thought it was expensive and just wasn't needed.

[Laughter] But that didn't do any good.

DOUGLASS: [Laughter] One thing I wanted to ask you about was, I know that your title was also associate director of the Agricultural Experiment Station. What did that mean exactly in terms of your time and your role?

MEYER: The largest organized research unit in the University of California with money from the state towards what's called organized research is the Agricultural Experiment Station. It started back in about 1878, whereby the state and the federal government started allocating money to the experiment station for organized research on agriculture. The faculty had an appointment in both the college and the experiment station--all tied up in one purse at that time. The faculty might have 30 or 40 or 60 percent time teaching and the rest in the experiment station or vice versa. The departments didn't receive funds separated between teaching and research. The money was all in one pot even though it came from the state for organized research and teaching; they

MEYER: commingled it. When I was dean I just had these funds. Actually the departments had the funds as a pool of monies and they decided how much to spend on research, how much on teaching. Then the university decided to organize and said, "You have to separate these two funds by purpose." And so we had to show the appointments on the personnel record. We had to shift people to a certain percent teaching, a certain percent research. This happened in '67. Now we know clearly what money goes into research at the experiment station and can track it all the way from the state and federal level to the experiment station, and the same way for teaching. This had to unfold during that period of time and actually Lorena Herrig and I made the change-over. It was quite a job, but it was more of a mechanical act.

DOUGLASS: Yes, I see. Were there any surprises that you can identify that occurred when you were dean?

MEYER: Well, I think there were some surprises--I don't know whether surprises is the right word. It started to evolve more paperwork. As I look back, splitting the experiment station and the college meant more paperwork. Tracking the

MEYER: dollars took more paperwork. Systemwide, in agriculture, hung on to many activities. For example, we had to send experiment station reports each year. That has led eventually to the enormous bureaucracy we have now, both at the university level, the state level, and the governmental level--the government imposing restrictions with their contribution. And we did it to ourselves and they did it to us. That bureaucratic activity in agriculture started to evolve. It wasn't too complicated up until that point. There was a time when one could write to the dean and say, "Well, I think so and so is doing a good job this year; we ought to give him a \$500 raise." That's all it took, that was in the forties and early fifties. Now we go through an elaborate process which started in the sixties. In a sense that is a surprise to me in looking back.

I think that another surprise came from eliminating the Department of Home Economics. I didn't realize what a personal problem that was to people because everybody wanted to keep doing their jobs. We formed a Department of Nutrition, a department, at that point, in

MEYER: consumer economics, a Department of Applied Behavioral Sciences, which eventually evolved into a Department of [Environmental] Design. We moved the consumer economists over to the agricultural economics department where there were other economists so they could be with people of like mind. Some people just couldn't handle this. From one-third to one-half of the faculty resigned, retired, and left one way or the other. I always felt bad about this, but that was a surprise to me because we did take care of everybody. There was no loss of salary, no loss of anything. It's just they started to associate in a different way.

This also showed the strength of a professional association--of the American Home Economics Association. These professional associations, whether it's historians, or political scientists or the chemists, have strong professional associations which dictate, in a way, the way people think and also create a mind set, a philosophy, and choose people rather than people choosing the association. In other words, they associate as birds of a like feather and so they develop the same way of thinking.

MEYER: All at once we had all kinds of national concerns across the country about home economics and had a bad reputation because we got rid of home economics. But the most important decision we made is to keep the discipline of home economics a part of the college so nutrition and consumer economics and all those disciplines were a part of the college and had influence. If the college was going to produce a new fruit variety, it should worry about consumer acceptance and the quality of nutrition.

The other major surprise was with students. There was a young assistant professor in agricultural education which later became applied behavioral sciences, Mary Regan--who eventually became my wife a long time later--who was doing research on students. She found that there were all kinds of ways of describing students according to a personality profile, that the most conservative students on campus were economists. Engineers weren't too far behind; the most liberal were physicists. Physicists and engineers had the same kind of curricular background, but they didn't mix well. When she did a personality profile on the

MEYER: faculty, she found out that the student engineer
DOUGLASS: was just like the faculty engineer. And later
MEYER: on I found out that women engineers were just
like the engineering faculty too. I thought
women might be different, but they weren't.
What she said was that the student doesn't
choose the major, the major chooses the student.
And so students come in and they may want or
their parents may want them to be a doctor or an
engineer or whatever, but the major really
wasn't comfortable for them. Somehow during
some period of time the students change majors
and eventually end up in an area that they are
comfortable with. She showed that the senior
students are a lot alike, but the freshmen
aren't. It was very important to know that in
working with students to realize that they're
different and you want to develop programs that
will let the students go where they're most
comfortable--fits their so-called personality
profile. That's overstating it and
oversimplification, but it's not that far off
base.

DOUGLASS: When did she work on this study?

MEYER: In the sixties. She provided a lot of guidance

MEYER: to the things we did.

DOUGLASS: How did you use that information then?

MEYER: Well, it was clear that the home economics faculty weren't alike. It didn't bother me at all to split them up because I thought the students ought to be split up among the various disciplines which evolved over time. I realized our ag students were different than letters and science and where do we recruit students? One goes to areas where students are more like your own students. One wouldn't go to, say, some of the private high schools where they don't have vocational kinds of subjects or lots of science-especially science. This campus is the most heavily science-oriented campus in the UC system, and because the students are so heavily science-oriented they're more conservative; they have different needs in terms of student programs, the student affairs programs for example. For example, that may be one of the reasons we may not attract as many minorities as we should. We really attract Asian-Americans, but we don't attract as many of the other minority students as we should because possibly the

MEYER: personality profile differs with less interest in sciences. So having that in mind you try to develop programs that let students do what they do best. And you also have to fight their parents on that because parents sometimes think, "Oh, you were supposed to be a doctor" and the student ends up in history.

DOUGLASS: This is jumping later in the picture, but--this make-up of them being more conservative--have students changed from the sixties?

MEYER: No, I don't think so. The Davis student as a whole is more conservative by far than the Berkeley student. There's more social science and humanities students at Berkeley.

DOUGLASS: We have talked about how Davis expanded with the number of students and went through a great deal of growth in the sixties, but around 1967 when Ronald Reagan became governor the University of California began to experience budget limitations. What impact did that have on the College of Agriculture?

MEYER: Yes. There were two issues on budget reduction. One was [Speaker of the Assembly] Jesse Unruh and I forget the assemblyman's name from Santa

MEYER: Barbara area¹, but for some reason they became
 [End Tape 3] unhappy with agriculture and actually cut the
 [Begin Tape 4] experiment station and extension service
 MEYER: budgets. And Reagan went along with it. At the
 same time Governor Reagan was unhappy with the
 university and was holding up faculty salary
 increases and additions to the salary budget.
 It wasn't that the state was short of money. It
 had to do more with political interests because
 Reagan felt that we were not straightening out
 this institution because of campus unrest. And,
 of course, Kerr resigned² in 1967. Reagan came
 DOUGLASS: in to office to straighten out this student
 unrest and issues such as restrictions on the
 MEYER: university was a way to do so.
 DOUGLASS: Was that the main issue that the legislature and
 Governor Reagan had?
 MEYER: Yes, they agreed to a certain extent. They
 thought the university ought to just tell a
 student what to do and straighten them out.

1. Winfield A. Shoemaker was assemblyman for Santa Barbara, 1965-1968, while Don W. MacGillivray was assemblyman, 1969-1974.

2. The Board of Regents of the University of California voted to terminate the presidency of Clark Kerr on January 20, 1967.

DOUGLASS: Were there any other issues?

[End Tape 3, Side A]

[Begin Tape 3, Side B]

MEYER: Yes. Reagan and a lot of the legislators felt that the faculty were these "liberal left-leaning people" who taught these liberal ideas, and these far-out ideas, and they ought to quit it, and we, the administrators, weren't doing anything about it. So again, a decrease in the faculty salaries through no cost-of-living adjustments. That's about the only rational reason I could ever come up with.

DOUGLASS: What general impact did the budget limitations have on the campus?

MEYER: Well, I learned how to cut budgets as dean. I

DOUGLASS: would figure out ways of doing budget cuts so that it had the least effect on what the faculty was doing, i.e. the teaching programs. I learned the technique that if you're going to make change to propose something differently; there are two approaches to consultation. I'm digressing slightly but it involves a philosophy of mine, one way is to figure out what ought to be done and then you go to people and lay it on them and say, "We're thinking of doing it this

MEYER: way. What do you think?" The other way is to go to them and define the problem with them, "Here are the issues and here's what I'm faced with," and give them all the information you have--don't play Santa Claus or keep secrets--but discuss the issues before you make any decisions. That means that one figures out what ought to be done and can go back and say, "This is what we discussed and here's what I think we might do. What do you think?" Since all had a hand in helping define the problem, they can accept a sensible solution. That's what we did on budget cuts. It worked. We had a minimum effect on the faculty and didn't hurt morale particularly far as I can remember.

DOUGLASS: Previously you mentioned that experiences you had your first year as dean helped you develop your philosophy toward leadership and administration. Were there any other experiences that influenced the development of your approach to management? If so, what were they?

MEYER: Well, I've probably covered most of them.

DOUGLASS: OK.

MEYER: One, however, was when you run into an issue

MEYER: that you think is going to be of concern and all at once you hear a lot of noise, people from the public complaining. We used to bring these folks in--that is from the public--and sit down and talk about it. Usually I used alumni organizations and asked them to bring in a group of twenty or thirty people and present the issues to them and talk about the problem.

DOUGLASS: Sometimes they were as mad as could be and other times they weren't. But I never had a bad experience that way. You don't try to ignore the people in the public. You go talk to them. That was one of the other things I learned

MEYER: because I started to appreciate that there was a lot of good common sense among the public, the students, or whoever.

DOUGLASS: You briefly touched on the issue of decentralization of power which President Kerr instigated. Are there any other further impacts that you saw on the College of Agriculture and the campus towards the end of the sixties before he was terminated?

MEYER: Yes. Well, Kerr himself was loved by the faculty. I don't know whether I can use "loved," they certainly appreciated him, they

MEYER: respected him. Kerr resigned once and the faculty on all the campuses turned out and gave votes of confidence. We had long discussions--he faculty did--supporting Kerr, and Kerr reversed himself and the regents let him stay on. It didn't work when Reagan came in because he was fired. I think one of the reasons that. . . . Do you want me to go into student unrest and why Kerr made some mistakes in '66?

DOUGLASS: Yes, why don't you go ahead because I was going to ask you about that whole issue. We can talk about it at that level and then gradually get into what was going on on this campus.

MEYER: Yes. And then we need to back up on some agricultural things before we leave that.

DOUGLASS: OK.

MEYER: But, Clark Kerr, I remember at the time the mistake he made was in the Free Speech Movement--I'm trying to think of the name of the chancellor¹--had to face the big free speech issue, etc. And Clark Kerr . . .

DOUGLASS: Which campus?

MEYER: Berkeley. Everything starts at Berkeley.

1. Edward W. Strong.

DOUGLASS: [Laughter]

MEYER: [Laughter] Clark Kerr met with the campus community at the Greek Theatre and took over from the chancellor and put himself out in front. In other words, he had delegated responsibility to the chancellor, but he no longer worked through the chancellor; he went around him. That's bad management. Kerr was one of the greatest labor negotiators--that was his field, labor, in the School of Management. But he did this. All at once he ends up there in front and everybody focuses on him.

DOUGLASS: When did this happen?

MEYER: I think it was about '66.

DOUGLASS: OK.

MEYER: What he should have done was go to the chancellor, who was closest to the problem, and find out why all these were happening and not supercede his decisions unless he fired him first. And he should never have gone in there himself. He had five or six, or seven or eight, nine other campuses that were under his aegis; why should he go in and run one campus on this issue? He then should have put in an acting chancellor to take on this issue of campus

MEYER: unrest on the Berkeley campus and support him or her--whoever it was--through those issues. But, see, he didn't. He went out front, which is a very important administrative issue. If you delegate authority to a person, respect it. He really didn't deserve to be blamed for the problem because a lot of those mistakes were made by others, not him.

DOUGLASS: How do you think he'd handled it up until that point, the issue of student unrest on campuses?

MEYER: You see he really didn't. He was not really involved. When the free speech issue broke on the Berkeley campus he was in Japan. [Laughter]

DOUGLASS: In fact, he was flying back and made this decision.

MEYER: Now I want you to know, Clark Kerr was one of the greatest presidents this university ever had.

DOUGLASS: I was going to ask you, generally, if you wanted to comment on his management style, what he did for the university.

MEYER: He was one of the greatest presidents this university ever had. He was the right person for the right time because he understood the Master Plan for Higher Education, implemented

MEYER: it. He saw all these students coming and started these new campuses and developed a whole new system of administration of the university. He did that from '58 on through '66 when he, as he said, was fired with enthusiasm. He was an acknowledged leader. He wrote a book, The Uses of the University.¹ It was a classic and still is a classic. Then after he left he was the one who put together a series of books for the Carnegie Foundation.² So he was a great academic leader and president--the best person--but he made that one mistake.

DOUGLASS: Is this what led to his termination?

MEYER: Yes.

DOUGLASS: What did you think of the decision by the regents to terminate him?

MEYER: At the time I was unhappy, but in hindsight he really had to go. I 'shouldn't put it that way. We really needed another person. The way the times had changed the way they had, so that the regents at least chose the person. Because Reagan appointed all these new regents and had

1. Clark Kerr, The Uses of the University (Cambridge, M.A.: Harvard University Press, 1963).

2. Carnegie Commission on Higher Education.

MEYER: the majority, to provide the leadership and so they could work together. So that had to be done.

DOUGLASS: I want to come back to student activism but before we move into that you said you wanted to mention a few other things about the College of Agriculture and during the time you were dean.

MEYER: Yes. First let's take the agricultural industry. There are two major things that were occurring in the sixties that would change the College of Agriculture. One was the fact that food production was increasing because of science--we had fewer farmers. And the other was that the agriculture--farmers--lost political power because we had fewer farmers.

Thirdly, the green revolution developed because Rockefeller Foundation scientists came up with a discovery in Mexico and in the Philippines. That discovery was to develop a crop that was a short straw variety. You could add fertilizer and water and it didn't lodge; it didn't fall down. You could double your yields. In the old days if you had this wheat and it was very tall, you'd pour the fertilizer to it and it got even taller and then the wind would blow

MEYER: it down and you couldn't harvest it. You lost lots of the grain from lodging. They developed this wheat variety plus all the cultivating techniques that went with it. This then made the world less dependent upon imported food. India became self-sufficient. China became self-sufficient. Mexico became self-sufficient, started to export wheat, as did Japan, the Philippines with their rice, Thailand, too. I remember distinctly reading in the Foreign Affairs Journal in 1969, '70 a discussion of the green revolution impact upon India. People were no longer starving and that's true today. That meant there wasn't a demand on the university for research on production of grain to the same extent in the United States.

The fourth impact of agriculture was the mechanization. Soon they learned how to mechanize soft foods like tomatoes. This campus had a scientist named Coby Lorenzen in ag engineering who decided to develop a machine to harvest tomatoes, realizing it is a soft crop and would be hard to do. A geneticist, [Gordie C.] Jack Hanna, in vegetable crops developed this tomato that was resistant to machines. He

MEYER:

had the drop test. He'd drop the tomatoes and select those that would stand a drop of, I think it was about eighteen inches. He'd keep selecting that variety. He developed a tomato that could be harvested. Those two scientists came together and from that collaboration developed harvesting techniques for fruits, for tree fruits, for many crops. That had an enormous impact on increasing the size of farms. All this science then that goes into increasing production and efficiency is still continuing. It got started in the fifties and the sixties, is continuing and moving right into biotechnology, bio-engineering--whatever you want to call it--and molecular biology engineering is crucial today. It is happening in all areas, medicine as well as agriculture. This increased agricultural development started in that period of time as did the work that CUEB's did--the Commission on Undergraduate Education in Biology--in changing the biological sciences teaching programs across the country. We at Davis and other places worked to change our biology, producing these scientists that have this enormous impact or effort in bio-engineering,

MEYER: for example, insulin being produced from yeast rather than isolating it from pancreatic glands of the pig. So one can look back and see important coincident developments in research.

There was a final impact on agriculture. There was the California [State] Water Plan that developed in the early 1960s under [Governor Edmund G.] Pat Brown [Sr.]. The campus was heavily involved. Our water science and engineering department did a lot of research on that. The college worked with them and got lots of money to develop models of dams, canals, and everything else that went into the water plan. The water plan took water to the Central Valley and all the way to Los Angeles and made water available to the state which increased food production enormously, and, of course, increased population, which led to problems. Again it was in 1966--or '67 I guess--that Reagan stopped the California Water Plan. The final step was to provide the drain in the San Joaquin Valley so the salts could get out so we wouldn't get a Tigris Euphrates problem where that valley salted up, 2000 years ago or whatever it was. Reagan and politicians stopped the plan and

MEYER:

we've never been able to recover. I don't know where we're going with the water scheme in this country and in this state. We've got a problem. We can blame Reagan and the legislature both in the late sixties. They stopped another portion of the water plan which was to run water out of Humboldt County down the coast range into different areas of the state. That's all gone and we'll never see it either. But the plan did increase crop production and again farms got larger and the number of farmers smaller. That was a big impact.

I think that we should talk a little bit about growth and higher education in the sixties as a general theme. With the baby boom of students coming out of the fifties, Clark Kerr did see this coming as increased enrollment and added a new campus and increased the size of UCD and Riverside. In the late sixties enrollment slowed down. Because of the efforts of the National Science Foundation and others we increased graduate enrollment enormously. All at once there weren't jobs for graduate students in 1967 to '70. We didn't get the new graduate students and we didn't get money for graduate

MEYER: students. Enrollment went downhill and eventually undergraduate enrollment leveled in the seventies. So there was this surge of students which from World War II--the baby boomers--we absorbed and then had to adjust in the seventies for the decrease. So there was the slowdown in student enrollment in the seventies.

There was another other major thing that happened in the sixties that had an impact on all the universities that we had to adjust to later. That was the enormous amount of research money that came out of Washington: National Science Foundation, Atomic Energy Commission, National Institutes of Health, eventually the Environmental Protection Agency, and so on. The faculty then started getting their research money by personal application to these funding agencies. They started to change the research to meet the goals of the funding agencies, not the goals of the university. We no longer had the funds for research, and the internal funds for research started to go down relatively. That occurred in the sixties and is still occurring today. That impact occurred

- MEYER: throughout the system while I was dean and continued through my time as chancellor and still is. Higher education on this campus changed because of that fact. A lot of things went on in the sixties that we're still feeling.
- DOUGLASS: What did you think of that change in how research funding occurred?
- MEYER: I think it's positive because that's the way the public tells us what research we should do. Faculty have very high principles. Wherever the money is, they'll go. [Laughter]
- DOUGLASS: [Laughter]
- MEYER: True of all of us.
- DOUGLASS: Another question I wanted to ask you regards the issue of decentralization of power which Kerr began during the late fifties and you mentioned before. The College of Agriculture was never completely decentralized. You mentioned that it was due to various reasons including internal politics and the political and agricultural community who felt that the power or control should remain next to the president rather than on the individual campus. Why did the political and agricultural community want the control to remain at the president's level?

MEYER: That was strictly a matter of power. They wrongly felt, in my opinion, that the president's office was where the power was. They didn't realize that the power shifted to the campus with decentralization. The chancellor at Davis actually had more control over agriculture than the vice president of agriculture because the chancellor had well over half of the faculty and half of the budget in agriculture at Davis. The chancellor made the merit and promotion decisions, allocated the continuing budget, provided the housing. The vice president didn't have as much power, but just enough to cause trouble. He was supposed to coordinate the experiment station but he didn't have enough money to really do anything-- still doesn't.

DOUGLASS: Has that changed at all over the years?

MEYER: Well, no, it's still the same. It started out in the sixties that the vice president of agricultural sciences was suppose to coordinate the experiment station but just kind of nibbles at it enough to get in the way and causes a problem of coordination, actually. He has continued responsibility for the extension

MEYER: service--the Cooperative Agricultural Extension Service--and that prevents. . . . For example, the department chair at Davis has a problem with the extension specialists that are in the department. Up until just last year the chair did not have control over extension specialists. Merit and promotions, and budget came from the vice president's office. That has now been decentralized. But they still need to decentralize the farm advisors in the various counties. They're sort of lost souls out there because there is no close connection between them and the department and the extension specialists. The idea of extension is to extend the research information to the public and we've got a gap there. I don't know when that's going to change.

DOUGLASS: I want to ask you about student activism while you were still dean. What was going on here in terms of student activism and unrest?

MEYER: Well, as Berkeley went into the Free Speech Movement--and I can't give you the names of the students since I was doing other things than worrying about student activism--the students felt they needed to have rallies and one thing

MEYER: or another, and in fact did. The students were pretty close to Chancellor Mrak, some of those who led those rallies. And so there was a fairly comfortable relationship. I distinctly remember being called from the chancellor's office when the regents were meeting on the campus. The students were going to march on the regents and they wanted to get as many friends as they could at the meeting. [Laughter] And so we got as many of the faculty and graduate students and deans and one person or another to come fill up Freeborn Hall . . .

DOUGLASS: [Laughter]

MEYER: [Laughter] . . . and they did. I remember going to the rear and watching Unruh strut in and the argument with Reagan and so forth. The way Mrak did it was to really sort of overpower demonstrating students with numbers of others. That approach didn't last very long.

Then another time--I forget what the issue was--but I never will forget when Bob Black was student body president. They put another call for us to go over and provide an audience in Freeborn Hall. Here was Emil Mrak chatting with these students. The students wanted to

MEYER: embarrass the chancellor, I guess, so they insisted that they go out and sit down in the middle of the floor in Freeborn Hall. Here was Emil who really was not that agile physically. He had to sit down on this floor. I was afraid he would never get up, but he did. So the campus had that sort of thing. And it wasn't too serious.

Then one of the things that Chancellor Mrak did that was a good idea, was something called "Project Involvement." He got to thinking--or they, I should say "they." You know, incidentally, a chancellor or a dean is never alone in any of this. They don't usually have that many ideas. They get them from others.

DOUGLASS: I see.

MEYER: You've got to realize that. And if I say, "I" too much, it wasn't necessarily "I." It was always a group effort. You just borrow ideas from others. But, nonetheless, Project Involvement developed with a whole bunch of issues that people suggested. It could be new curricula. Students could recommend, "We need to look at a new curricula for x." Or the staff talked about there needed to be more involvement

MEYER: of the staff in campus matters. That's one I want to mention a little later. And some of the academic staff who were not members of the academic senate, that is, the research faculty, the librarians, the lecturers, and so forth were not members of the academic senate but were academics, nonetheless, as well as extension specialists, extension people were academics but not faculty in the same sense. These people met on the quad--the fact is I even have a button--and one went to a group you wanted to be with. I met with a certain group on undergraduate teaching, I think it was. Then you would organize and get together on this issue; it was a self-generated thing. You chose where you wanted to go, sat with whomever was there, stayed with them, and made a proposal which went to the chancellor's office. That worked very well.

Student activism as far the dean of agriculture was concerned started actually before I even knew I was being considered for chancellor or close to being chancellor. It was about agricultural labor. The college developed all these harvesting machines which replaced

MEYER: agricultural laborers or caused a low salary for agricultural labor. We won't argue the issue. I could argue points on both sides of that, but I won't. Single men farm laborers formed some kind of organization or union in Sacramento. These single men would go out and work in the fields in the summer and they would, and had done that for years, stay in the slum areas of Sacramento which was right around the Capitol. Capitol Avenue leading to the Capitol was one big slum when I came. I mean it was a slum, but wasn't as bad as the ones I'd seen in Chicago. But you wanted to be careful when you walked around there. So Abel Chacon, the organizer, decided that the College of Agriculture was a problem. They were focusing on us. Out of the blue, Abel Chacon brought twelve or fifteen or more single men with him; the activist students joined with him. It was a big group out there picketing the dean.

DOUGLASS: Was this '67?

MEYER: No. In '68, '69. I was really perplexed. There was a man named Glenn Hawkes who was the associate dean for family and consumer sciences--and a social scientist--in our office advising

MEYER: me. We decided that I should meet with Abel Chacon. I set up a meeting with Abel Chacon in the Regent's Conference Room in Mrak Hall with half a dozen of those people. Meanwhile we had talked to a number of faculty about what we should be doing. Ag engineering decided they had a responsibility; they did develop all these machines. And among other things, they decided that, "What we'll do is we'll take a dozen or two,"--there were probably a dozen--"single men farm workers and work with them to see if we can teach them to run these machines and to advance in salary." So they did. Here were these conservative engineers doing more than any sociologist ever thought of. This is an aside. [End Tape 3] The first thing the sociology department found [Begin Tape 3] one morning were all these students sitting in front of sociology which is in the College of Letters and Science asking them, "What are you social scientists doing for the farm worker?" MEYER: But it was the conservative engineers. DOUGLASS: They never did social programs, but the MEYER: conservative engineers, they're doers. So they put on this program and trained two classes. In addition, we got together with Farm Bureau to

MEYER: train. . . . One of the problems was the foremen were not handling agricultural labor as well, so we went into a farm foremen training program working with Farm Bureau all across the state to help in that area. Here we were working with another very conservative organization called the Farm Bureau to see what we could do to help laborers by that mechanism. I think that one worked out fairly well. We helped in that area. As far as the single men were concerned, that was a problem because we found a lot of things. We found out that many of them drank. We couldn't depend on them. Many really had no family; they had no ties, and in the end you never knew what they'd do.

[End Tape 3, Side B]

[Begin Tape 4, Side A]

MEYER: If I might back up just slightly.

DOUGLASS: Sure.

MEYER: This was my experience with student unrest and activism issues.

DOUGLASS: Yes.

MEYER: And I mentioned Glenn Hawkes who was the associate dean whom I hired from Iowa State [University of Science and Technology] where he

MEYER: had been chairman for child development in the home ec department there. He came here to be my associate dean to help develop family and consumer sciences. One thing I forgot earlier was that in home economics we kept the sub-units whether it was child development or foods or consumer economics. We had an organization in the dean's office under Glenn Hawkes where he was responsible for coordinating the old home ec group who came from many disciplines. He helped get the nutrition department and other departments developing.

There was a second thing that was important to remember; that's where I learned the importance of a team. Right after I became dean, I found Lorena Herrig was most important as a part of the team to manage the college because she was so well-versed in management issues and policies and procedures. The first associate dean who was there was for undergraduate instruction, Laidlaw, and he only stayed a year. He and I just didn't quite. . . . We agreed to think it over and then at the end of the year either one of us could back out of the agreement and no hard feelings, and

DOUGLASS:

MEYER: SS: that's what happened. Harry's still a friend. I brought in [Thomas] Tom Nickerson from food science. And in those days we didn't have to have all the complications of hiring people. I just walked over to the food science department and asked Tom if he would do it, and he said, "Yes." No study committee, no nothing. I didn't know any better; I just went over and asked him. A man named Harry Walker was in charge of the Bixby Farm Practice Program, whom I brought into the office as another associate dean to handle student issues. He was wonderful with problems in working with students. I brought in another associate dean, [Edward] Ed Maxie, for research. And the four or five of us would meet once a week at a certain time and discuss many issues--whatever each other was thinking of--and shared our problems and our concerns. All at once one got the use of minds from more than just your own. I've used that approach ever since. Wherever I was I wanted to build a team of people; one person can't do it; it has to be team effort in management. So, I'll digress there.

DOUGLASS: We were talking about activism on the campus.

DOUGLASS: In that earlier period while your were still dean was the agitation at Davis based on some of the same issues as things that were going on at Berkeley and at San Francisco State [University]? I'm thinking more now into the Vietnam War era, farm labor too, and some of these other things.

MEYER: Yes. The campus student activism had started because of the civil rights issue. Because it should have been concerned anyway, the campus had started Educational Opportunity Program, EOP. The campus early on started to recruit and obtain students such as black students, American Indians, and so forth. We had a number of minority students on campus who had issues and concerns more of a civil rights nature. The Vietnam War was not going well, and that caused student activism as well. A little later the gay student issues, in a sense, started about '68, '69 because there were a number of gay students on campus. One student in particular, who became a friend of mine, was one of the first to announce he was gay on campus. He was also a good friend of some of my own children. All that was coming together at about that time,

MEYER: and all groups would join together on whatever the issue was. Even if they didn't mix, interest would develop in any kind of a demonstration. The approach was to have a whole bunch of issues so people can pick what their interest was. Those issues were evolving during the sixties. Our first activist president, I think, was when Bob Black was elected in about 1967 or so. He's now a lawyer here in town. That's when student government started to change.

DOUGLASS: How involved had the students been in student government?

MEYER: Just certain people who wanted to be politicians

DOUGLASS: were in student government. Actually that continued. The early student politicians tended to be somewhat conservative until the campus became more activist-oriented and more liberal in the late sixties. The students started to form other organizations like the Black Student Union. Meetings would be held and all at once an activist group would join and consolidate around a number of issues. Those started to evolve in the late sixties, like the group that evolved around the farm labor issue. Incidents

MEYER: like that farm labor issue continued for quite a while because that's still a major issue, but the College of Ag was also being faced by the Mexican labor issue, the farm labor issue. Cesar Chavez, I remember, spoke and debated on campus in the late sixties with Allan Grant, the president of the Farm Bureau. The fact is it was [Lawrence] Larry Rappaport in vegetable crops who formed a seminar on farm labor issues and invited people from Cesar Chavez' group and others to speak to the agricultural faculty. This was very helpful to get faculty to understand what farm labor issues were. That came about in the late sixties.

DOUGLASS: It sounds like many things were changing on the campus. How did Chancellor Mrak handle the changes? You mentioned Project Involvement. Were there other issues that arose as far as how he dealt with the students?

MEYER: There were all kinds of problems. There was one of the psychology professors in a seminar one night and his students who decided they all should do seminar in the nude. That, you know, was quite a shock to the campus. What Emil decided was to have a press conference "off the

MEYER: record" on this issue. Well, lo and behold, one of the reporters decided not to respect the "off the record" and put a story on the front page of the Sacramento Union. That really drove Emil through the ceiling. And then there was another person making outlandish statements to students on the quad. The students were having open microphones and the free speech area was actually on the quad. Emil delegated to the academic affairs vice chancellor, who was in effect second in command, to do something about those faculty. That was [Chester O.] Chet McCorkle [Jr.]. At the same time he brought in [James J.] Jerry Murphy from rhetoric to be the [student affairs] vice chancellor, trying to work through the group. Somehow that approach faltered and I'm not sure why. I wasn't involved at that time.

Where Emil was very able was through Project Involvement and in general till 1968 and '69. He had pretty good rapport with the students. Later he became uncertain because across the country everyone was searching around for a way to handle campus unrest. He made some mistakes. One time I remember for some reason,

MEYER: SS: why I don't know, he was giving a speech at the El Macero Country Club--I forget to whom it was--when he started to make nasty remarks about some faculty. What he was thinking of was the three or four that were giving him problems.

MEYER: But then the whole faculty took affront. You

DOUGLASS: just don't criticize the faculty as a whole

MEYER: because of certain liberal faculty because three-quarters of the faculty were probably conservative. [Laughter]

DOUGLASS: [Laughter] the same control. So part of the

MEYER: And so Chancellor Mrak started to stay away from the campus more, taking more trips. In his last year as chancellor, for example, the last part of it, he was on a tour of South America which Nelson Rockefeller led for President [Richard M.] Nixon. I remember it was for the international problem in South America at that time. But they were traveling through South America on good will programs. I can't remember the precise nature of his involvement, but Emil was gone quite a bit.

DOUGLASS: So his administration was handling things?

MEYER: Yes. He was becoming more uncertain.

DOUGLASS: Now at this time you were named as a nominee to

DOUGLASS: replace Chancellor Mrak. It was in the middle of this student unrest, and we can come back to the student unrest issue. When did you first learn that you were a nominee to replace Chancellor Mrak?

MEYER: Well, probably in February.

DOUGLASS: He announced his resignation the previous fall.

MEYER: Yes, the previous year. The previous fall or spring. And, of course, that was another reason for problems. Once you are a lame duck you just don't have the same control. So part of the problem that Emil ran into was he was a lame duck. I haven't been through the lame duck stage. [Laughter]

DOUGLASS: [Laughter] What was your reaction to being named a nominee?

MEYER: Well, I was surprised because I had no idea I was even on the list. They hired people differently in those days. I first heard about it when President [Charles J.] Hitch asked me to come to breakfast in Sacramento. He was over at a legislative hearing and had breakfast in his room over there. I knew something was up because the president doesn't ask a dean for breakfast just to pass the time. I had deep,

MEYER: dark suspicions. So he asked me to be chancellor. I said, "Well I just need to think about that," because, you know, I had to talk to my wife, and I had to think about what I hadn't accomplished yet. I was worried that I really hadn't finished my job in agriculture yet here at the college. Then I came back and talked with my wife a lot and talked with Lorena and one or two other associate deans and was worrying about it. Then a couple of weeks later the executive vice president [John W.] Jack Oswald, who later became president of Penn State [The Pennsylvania State University], came to see me to wonder "Why in the world wasn't I

DOUGLASS: replying?" And he said, "I've got to. . . ."

MEYER: Let me digress a second.

DOUGLASS: Sure.

MEYER: So I told him, "Well, I really hadn't applied for this job and I wasn't so damn sure I wanted to do it." And I'd let him know in two or three days. Well, he put a lot of pressure on me.

MEYER: Then a group of students came to see me who were on the Student Selection Committee and they wanted to interview me about what kind of chancellor I'd make. Actually, we got along

MEYER: pretty well. The next step was the Regents Committee. They select a chancellor, and they were going to meet over at one of the local hotels where I was to meet with them. I never will forget that day because I had a meeting that morning just before the meeting with the regents over in Everson Hall which wasn't very far from my car and had walked to the meeting. It was raining like hell. I came out of that meeting and all I had was an umbrella, a raincoat and nothing else. I was just soaked by the time I got to my car. So here I went to sit at the table with all these damn regents soaked to the skin.

DOUGLASS: [Laughter]

MEYER: I was wet almost from the waist down, just wet as a wet dog. I had decided at that time that I would take the job. They were interviewing anyway. They did argue with me about some of my ideas. Somehow I must have gotten by.

DOUGLASS: What kind of things did they ask you?

MEYER: Well, they wanted to know about extension. How would I get the word out and work with the public. I was talking about using the extension activities, developing people who could go

MEYER: out and speak to the public, get to know the parents, set up different programs that would help interaction with the students and that sort of thing. Some of the ideas were thought to be pretty liberal.

The next thing that happened was I was to go to the regents meeting in UCLA. That was an experience in itself because there were two chancellors to be voted on. There was myself and the chancellor of the San Francisco campus. The chancellor of the San Francisco campus was approved in a twelve to eleven vote and I was approved unanimously, which was comforting.

But--now I'm jumping ahead to a later event--when I told the students I was with them whatever their problems were and Reagan raised hell, I got to thinking, "Now, why did they name me chancellor and why is Reagan so upset?"

Well, it turned out I was out of agriculture, which is a conservative area, been in the Marine Corps, which isn't exactly where liberals go. And I was Republican, even though I seldom voted Republican; I usually voted for whomever I wanted to vote for. My grandfather would have been a bit unhappy if I hadn't been Republican;

MEYER: I guess that was the one reason I was named chancellor. I guess they must have thought, "How in the hell could a former marine from agriculture and a Republican be so stupid and be on the side of the students?" So I guess that's the reason, I think, they approved me unanimously.

MEYER: As an aside, I had dinner with the regents the night before they were to vote on me, and one of the regents, [William E.] Bill Forbes said, "Say, you know Charlie Hitch said you have five children and the chancellor's house looks a little small" he thought. And I said, "Well, we're a little worried about that because my present house is somewhat larger and has more bedrooms." And so the next day he moved that there would be an addition or remodeling to make the size of the house fit five children. It cost \$19,000, which wasn't much money, but we built a little house out back where the kids could be. That was nice and the house was built that summer. It was an interesting experience because at that point I'd never applied for a job. I'd never applied for one--for a faculty position or chairmanship or the deanship or the

MEYER: chancellorship--somebody nominated me. They never asked me to put in my biography or anything; someone else did so.

DOUGLASS: I know from looking at the documents that Chester McCorkle was also considered as a nominee. Why do you think you were chosen over him?

MEYER: I don't know. I don't know. I apparently didn't do too bad a job in agriculture and I had faculty support. Chet was a hatchet man for Mrak and had to do a lot of the hard head knocking, and he made some faculty mad. I think the faculty committee probably wouldn't vote for him. You know, he eventually ended up as the executive vice president of the university so he's a good person.

DOUGLASS: Right.

MEYER: I felt bad about that but there was nothing I could do about it. Then I made Chet dean of the College of Ag for one year but then he went to the president's office as vice president. So I have very great respect for him.

DOUGLASS: At that meeting on March 21, 1969 you mentioned you were officially named by the regents as there placement for Chancellor Mrak. You were to

DOUGLASS: assume the office on July 1. His last day was to be June 30. What was your understanding of your duties as the chancellor designate during that interim period?

MEYER: OK. Oh, incidentally I'll answer that . . .

DOUGLASS: Sure.

MEYER: . . . but let me back up. That regents meeting

DOUGLASS: was when the students invaded the regents

MEYER: meeting. I was sitting in this room with great big glass windows in the back which were broken, and the students started to come through the roof.

DOUGLASS: And why were they there?

MEYER: I forget why. Any time the regents came to a campus they were a lightening rod. Even if there wasn't a good reason, they would have in those days picketed them and would want to talk to the regents. And they would always try to force their way in, and the police tried to keep them out.

DOUGLASS: Did it have to do with fee increases?

MEYER: I know later on in late March and April it was the gassing of the students on the Berkeley

1. Meyer is referring to the disturbances at People's Park in Berkeley which occurred May 15-25, 1969.

MEYER: campus.¹ But I forget what it was on the UCLA campus. But at any rate, as far as I knew as chancellor designate, I was just to learn all I could from Emil and the rest of his people and work as dean for the rest of the year, which I tried to do.

DOUGLASS: Is that what happened?

MEYER: No. As soon as I got back everybody wanted to have me talk about what I'd do and how I'd change things, and students wanted to talk to me, etc. I did what I could. But I still was giving speeches. I gave a talk to the Commonwealth Club that year and at a chamber of commerce meeting in Los Angeles and so on. One of the things I did was I took a vacation over Easter at Pacific Grove near Asilomar. My family and I went together. I had gone to the library and checked out books on management because I felt that one of the problems of the campus was the management approach. So I checked out two books, one by [Warren G.] Bennis

1. Warren G. Bennis, *Essays on the Development and Evolution of Group Organization* (N.Y.: McGraw-Hill, 1966).

1. Meyer is referring to the disturbances at People's Park in Berkeley which occurred May 15-25, 1969.

MEYER: on Changing Organizations¹ who later became president of a university in the Midwest; one by [Rensis] Likert, called The Human Organization² and another was Clark Kerr's book, The Uses of the University. I sat in the sand and read these books while my wife took care of the kids. I studied them and tried to come up with a new organization. I was doing that during Easter vacation. Then when I returned, among other things, Chacon was on campus with the farm workers' problem. The students also were DOUGLASS: worrying about mechanization. Then all at once MEYER: the police gassed the students at Berkeley. A DOUGLASS: number of students from Davis were gassed and it MEYER: just excited the campus like you wouldn't believe. I got a call late one night at home from a faculty member Isao Fujimoto who, along with a man who was a farm advisor on leave, activists themselves, had met with students. They reported that the students were going to march over to Mrak Hall to talk to me and they

1. Warren G. Bennis, Changing Organizations: Essays on the Development and Evolution of Human Organization (N.Y.: McGraw-Hill, 1966).

2. Rensis Likert, The Human Organization: Its Management and Value (N.Y.: McGraw-Hill, 1967).

MEYER: suggested that we talk with the students. Then, of course, I didn't sleep the rest of the night which wasn't a good thing. I couldn't figure out what I was going to do or say or what the students were going to talk about. I hate uncertainty, and so when I got to work the next morning I heard that the students were going to have a gathering on the quad and then march to the administration to talk to me. I thought well, I'll go over to the quad and listen to the rally on the quad.

DOUGLASS: Was Mrak pretty much out of the picture?

MEYER: No, he was up in his office on the fifth floor.

DOUGLASS: But they were going to you.

MEYER: None of Mrak's people were telling me anything, you see. I don't know why they didn't. Or else they didn't know. So I went over to the quad to listen to the harangue about how they ought to get to the chancellor to involve himself in the issue--or the chancellor designate. They marched over and I walked with them. [Laughter] Some of them knew who I was, some didn't. Then they read these eight demands. There was a student named [Melvin] Mel Posey, who's now a faculty member, not here but in the Midwest, who

MEYER: read me the demands one by one and wanted me to respond to each. So I got up on the wall of the patio at Mrak Hall and I read these demands and used--and I didn't do this deliberately--the same technique that I mentioned to you with the two cotton groups battling down in Tulare County. It wasn't that I deliberately thought that through, it was just instinctive that I read each one of their demands and I reasoned out what the issues were. One, I said, "Yes, we could do this; this makes sense." And then "I've got to think about this one because it isn't that simple; it's more complicated . . ."

DOUGLASS: But you didn't know about the written demands until you were actually dealing with it right then?

MEYER: Yes. Yes. I was reading them one by one. You know for some reason that satisfied the students to some extent. They were pretty gentle actually--relatively. Thank god. There were several thousand of them out there. I could see a lot of people out there, including my own son who was a student here. He actually had been in a meeting, he and a group of students had been meeting with Mrak. When these students marched

MEYER: up, they came downstairs. But Mrak went off some place and here I was. [Laughter]

DOUGLASS: [Laughter]

MEYER: Which was all right, I guess. He wouldn't have known anymore what to do than I did.

I also suggested that what the faculty should do in their classes if they wanted to was to talk with the students about what the issues were about the Vietnam War and the problem with Berkeley and how does it fit with Davis, "Why don't you talk about it?" Then when they left, they asked me, "Are you with us?" And I said, "Yes, I am." But I wasn't with them except for their concerns. I didn't know they were going to march on the Capitol. Then they went off and the next thing I knew they organized these efforts to march on the Capitol.

DOUGLASS: But you knew that they wanted to boycott classes?

MEYER: Yes, I knew that. But I suggested that they go

DOUGLASS: to class and if the class agreed, they talk about these things. Well, meanwhile, then they organized. Many faculty--God bless their souls, a group of them--I can name some of the them, [C. Richard] Dick Grau, Barry Wilson, who's the

MEYER: chairman of avian sciences now, and Bill Weir who was in this department, and Frank Child in economics and now down in Santa Cruz, quite a group of them--decided to go over and work with the students and try to guide them. I didn't start to work directly with the student affairs people. I didn't deal with the vice chancellor of student affairs, I dealt with the assistant vice chancellor [Robert] Bob Downie and [Edwin] Ed Spafford, who was an assistant chancellor, and a number of other middle management people. We decided, "Let's make this a safe march without any violence," which was the goal of the students and the goal of the campus. Bob Downie worked with them to help get buses so they could ride, go over. The students told the Berkeley students to stay away; this was their event. The Berkeley students wanted to gather on this campus and then march on the Capitol and our students said, "No. We are in charge."

DOUGLASS: So you only had a few days on this. The march was on the 26th of May [1969] and the meeting on the quad was the 22nd.

MEYER: That's right. Right. I really didn't do anything. People would come to me with these

MEYER: ideas. Downie called and said, "What about getting these buses?" And we would decide, "Well, they'd better rent them rather than use [state] buses" to not get complaints about it. The black students got together with the Black. . . . What was that black activist group?

DOUGLASS: Are you thinking of the Black Panthers?

MEYER: Yes. The Black Panthers from Sacramento. They got the Black Panthers to agree to guard the flag poles and not let anyone pull any of the flags down. And things like that. And then there was a former student from here who was on the police force in Oakland who came up on leave and got into the airplane with the Sacramento police, as overview of the area. Our police got together with the students, with Sacramento police and each knew what the other was going to do. And my own children too were in that march. And oh, the tennis team decided to march as a unit; sorority so-and-so marched as a unit. It wasn't just the activists. All the students were concerned about whatever was going on. The students didn't necessarily all agree, but they all agreed that the issues were important, so they marched and it turned out to be a safe

MEYER: time. I lost about fifteen pounds. [Laughter]

DOUGLASS: [Laughter] On the same day, the 22nd, when you went out on the quad and said that you were with

DOUGLASS: the students, you sent a wire to Roger [William]

MEYER: Heyns, who was UCB chancellor, to Hitch, Reagan, and De Witt A. Higgs, chairman of the board of regents, and I know Mrak also sent a telegram.

How did that happen?

MEYER: Oh boy. I'm sure others did that for me.

DOUGLASS: OK.

MEYER: It was to remove the National Guard and stop the gassing. I think that was the basic thrust of the telegram. We had decided to do that because we agreed with the issue. I hated to face another chancellor with the telegram, but they would do the same thing with me and we knew how each other felt about the problems we all had. It's one of the things that might cool tempers and I knew it'd be fine with Roger Heyns. That was done. I didn't write the telegram. I forget who did. Lorena may have written the telegram for all I know.

DOUGLASS: Previously you referred to the incident where Reagan responded to your support of the students. In fact, he was quoted as saying that

DOUGLASS: your actions were "sickening."

[End Tape 4, Side A]

[Begin Tape 4, Side B]

DOUGLASS: What was your reaction to Reagan's response?

MEYER: Well, the crazy thing is whenever I get into a tough situation I become calmer and I don't get excited. I can get emotional, but whenever I feel threatened for some reason I calm down. It really didn't bother me. I thought I was in enough trouble as it was and I wasn't sleeping too well at nights; it bothered my wife and children more than it did me.

What we did was John Hardie who was assistant vice chancellor for alumni and development affairs suggested to me, "Why don't we bring in alumni, important alumni in the state, after this march and talk with them?" We met in Mrak Hall one night. We brought in, for example, Jerry Fielder who was secretary of agriculture under Reagan, another was [J.] Earl Coke who was secretary of general services under Reagan. And then a number of others that John considered very influential, powerful alumni, including the president of the alumni association [California Alumni Association],

MEYER: Bert Smith. We spent a tough three hours one night from seven o'clock until about ten discussing what the problems were. It turned out I had a choice of choosing one of two black students; one of the black students was Mel Posey and Ranya Alexander was the other. I should have chosen Ranya Alexander but I chose Mel Posey to let him talk to the alumni to see what kind of student issues I was dealing with. Mel was always a fairly rational sort of a guy and he was very good. But then, the doggone guy all at once tore into Reagan. And here were all these damn Reaganites in the room. I thought they were going to go right through the roof. That took another half hour to calm them down. [Laughter]

DOUGLASS: [Laughter]

MEYER: I should have had Ranya Alexander; he would have known better. [Laughter] Ranya later was always a good friend of mine anyway. I was telling you about my philosophy and again this was one of these instinctive, intuitive things, it wasn't rationalized or thought through in a tactical sense. I said, "As far as I know the students at Davis are not vicious; they're not

MEYER: going to destroy things, and they're not going to be violent. The thing to do is to work with them, not against them." And that's what I was doing. The alumni accepted that. After that things started to happen and I suspect the alumni had a lot to do with it. The editor of the Sacramento Union, which was a more powerful paper in those days than it is now, had me over for lunch with Ed Reinecke, the lieutenant governor. I forget who it was, probably Earl Coke, arranged a meeting with top Reagan cabinet people, and I went over and spent an hour and a half with them. That included people like [Edwin] Ed Meese [III] and. . . . Oh, who was Reagan's friend who was his advisor who eventually was put in jail? I forget his name. There were a number of people like that. There were about eight or ten and we spent time talking about the student issue, and all at once I think a lot of them began to realize that the thing to do was to work with students. That was the way to do it at Davis, not fight them.

DOUGLASS: How soon was this after the incident when Reagan remarked on your support of the students?

MEYER: Oh, within the month. I couldn't give you the

MEYER: exact date.

And actually Ed Reinecke was a lot more liberal and understanding than people gave him credit for. I know I had him over for dinner. He was a little late because he went downtown and met with a group of students before he came to my house for dinner, and it wasn't a conservative group of students. I believe he was concerned on the drug issue. He met with a group of people regarding students and drugs. Officials weren't all that bad and so the students had to finally learn that.

MEYER: Well then two other people who just raised hell with me were Assemblyman Ray [E.] Johnson and Senator Fred [W.] Marler [Jr.]. The day after that march they wanted to talk to me. [Laughter] So I thought "Well, what the hell? Why isn't Mrak on top of this?" And so I said, "Well, I'll meet you at Mrak's home. It seems to me the chancellor ought to be a part of this discussion." I then made arrangements, which made Mrak mad as hell. But nonetheless we went over there.

DOUGLASS: You mean he didn't want to be involved in this?

MEYER: Yes. But it seemed to me he should. I went

MEYER: over to the chancellor's house, not knowing that Mrak was more than half mad. We met in Mrak's living room and Mrak didn't say a word. I just talked to these two guys back and forth as I had talked with the earlier groups. That worked out pretty well. They later became very good

DOUGLASS: supporters in the assembly and in the senate.

MEYER: And I subsequently had both of those people in for dinner and everything just worked out

DOUGLASS: nicely.

DOUGLASS: Why do you think it worked out? How did you work with them?

MEYER: I really don't know. I think probably because I tried to define the problem, the issues, and was successful. The groups at Davis did not have the problems of other campuses by any means, never had violence.

DOUGLASS: Why do you think that is?

MEYER: I think it's because of a lot of people, the faculty that sat in and tried to work with the students. I think Project Involvement was a lot of help. I think that our people were able to deal with the students. I just think there's a lot of people who went to work and students really didn't think that the faculty and the

MEYER: administration was that bad. And I think we also had a little more conservative students. Don't forget most of our students are science oriented. We've got medicine, vet-med, DOUGLASS: agriculture, engineering, and all the biologists, and chemists, and physicists.

DOUGLASS: So the campus make-up made a big difference.

MEYER: Being conservative I think had a lot to do with it.

DOUGLASS: What was public reaction to your statement?

MEYER: Well, I got a lot of nasty hate mail. Gosh, I had piles of it. So Lorena and I decided that we'd answer each one. She designed a statement for me to write to all these people and I offered to meet with them. I don't know how many we sent out--I'll have to ask Lorena--but it seemed like it was in the hundreds. It seems like it took me forever to sign them. In the letter I invited them to come over. Only one person did. And she came over and she was representing her bridge club. [Laughter] And I think she had children here. There was so much went on it's hard to keep a lot of this straight. But we had quite a discussion and that was it. She went away and said, "Well,

MEYER: I'll report back to the bridge club."
[Laughter] All the rest never showed up. One person did set up an appointment but didn't show.

DOUGLASS: I know some of these people also sent letters to Reagan or copies of them.

MEYER: Oh, sure. Yes, quite a few I'm sure.

DOUGLASS: So the issue of dealing with the public as far as your main response was to write them letters. Were there any other things you did?

MEYER: Yes. And whenever I had a chance to give speeches to groups I did. I gave a lot of talks the next fall.

DOUGLASS: Because in some of the letters people said they thought you should resign or that you shouldn't be chancellor.

MEYER: Oh, I'll say! [Laughter] It was a very traumatic time. I don't know whether I gave a lot of speeches that year, that fall or not.

DOUGLASS: You're looking at your calendar?

MEYER: Yes.

DOUGLASS: That period.

MEYER: No, there's a chancellor's reception. We had that, didn't get into any trouble. Then a group of vet students called on me. They were

MEYER: concerned. [Donald] Don Klingborg--he's now a veterinarian down in the valley--led them. I went over to talk to the vet students. They wanted to know "Why in the hell are you listening to all these liberals?" Veterinary students tend to be very conservative. I went over and met with them and talked with them. You know, you give them the same explanation only your thrust is different depending on the audience, and I said, "Lookit, if you guys want to have an influence, don't sit over here and complain. Get involved so you can help me. I can't do anything with you guys sitting back here chipping your teeth." And lo and behold, they did. Don was very active and very helpful and close to us in the chancellor's office, became a good friend of Lorena's.

DOUGLASS: What did they do? . . . the academic senate.

MEYER: When it came time to put committees together of various kinds, they just joined in all these advisory committees. Don particularly became a member of the committee on committees that helped select those committees.

DOUGLASS: Another thing, when the Farm Bureau was meeting on the campus--Farm Bureau board of

MEYER: directors--I sat down with them. Fortunately, I knew a couple of their kids on campus. I said, "Well you know how it is with children these days and how you deal with them." And they understood. I talked to them as a father. One of the regents then was there, president of the Farm Bureau, Allan Grant, and he was always my supporter after that.

DOUGLASS: We also had all the press over and I remember C. K. McClatchy came too. We met in the Rec Pool Lodge, had lunch and I talked with them.

DOUGLASS: So this is all May, June . . .

MEYER: Yes, maybe June 2 is when I talked to the vet students. I went to the dean of students staff meeting and I met with the vice president of the student body, went to the non-senate academic meeting and talked to the academic senate. Remember the academic senate was voting whether to support our efforts. They wholeheartedly supported me and what I was doing.

DOUGLASS: How did Mrak's administration fit into this? I know you said he was out of the picture pretty much. How did they react to what you did?

MEYER: Oh, very good. We had a good set of middle

MEYER: management people and I kept all of them in the administration. They were all good. The vice chancellors were closer to Mrak than me and they couldn't look to me as the boss, but they let their people go to work with me. However, Chet McCorkle, the academic affairs vice chancellor and I worked well together. I was named acting.

DOUGLASS: . . . Did I tell you I was named acting chancellor?

DOUGLASS: No.

MEYER: I was named acting chancellor in March or April--I'd have to look up the date when I was named acting chancellor. I was at a dinner. Mrak had a group of students into his backyard. It was this Number Nine organization or Swords and Sandals group I mentioned. We were having dinner in the backyard where I got this call.

MEYER: There was a phone out in the chancellor's backyard. Here was Hitch, the president, and the executive president also, on the phone. They said, that I've been making all these decisions they heard, chancellor's decisions. I said, "Well, yes. Somebody had to." I told them that Emil was gone a lot and I just had to do it; there was no one else to do it. Hitch said,

MEYER: "Well, I'm going to have to name you acting chancellor." I was named acting chancellor about April of that year.

DOUGLASS: I take it this was not normal procedure?

MEYER: No, it wasn't. [Laughter] They usually would have one of the vice chancellors take over as acting chancellor, but they didn't do that.

DOUGLASS: Was there any official discussion between you and Emil Mrak over who would handle what? How did this happen?

MEYER: No. We didn't do that, strangely enough. He just kind of let me do it.

DOUGLASS: It just happened.

MEYER: Yes. We really didn't talk about it.

DOUGLASS: And this decision to name you acting chancellor didn't cause any difficulties between the staff and working with Mrak's administration?

MEYER: No. You see I always was able to work with McCorkle, the academic affairs vice chancellor; we'd babysit with their kids and they'd babysit with ours. Davis was a small town, don't forget, even then fairly small. I knew all of these people. Our kids were in school together, and Ed Spafford, the chancellor's assistant, brought over his duck to our house when my

MEYER: daughter broke her collarbone. So we knew each other.

DOUGLASS: Because that's potentially a very difficult situation.

MEYER: Oh, if I had been from the outside it wouldn't have worked. But I was a part of the inside group. Don't forget I was a member of this Number Nine organization and as dean I spoke a lot to alumni. As I looked through my calendar I was surprised. I usually was at the college Executive Committee meetings. I was asked to speak as dean to alumni meetings up and down and around the state. That didn't happen to very many deans. Many of the alumni were the ag types; they invited me. They knew me too. So I wasn't a stranger. It just worked out. And the beautiful thing about it was when I became chancellor we had all these assistant vice chancellors who were young people, Dennis Shimek who is here now and is associate vice chancellor for personnel; there were about eight or ten of them. Also, one of the first things I did--this was Lorena's suggestion--was to meet with all of those assistant vice chancellors and I told them that I knew what they did, how important they

MEYER: were to the campus and that I intended to keep close contact with them. There was director of the budget, director of planning, and all those folks that were not too far off in age from me, as a matter of fact. I wasn't all that old yet, although I felt that way. When I became chancellor they were there. At the same time the chancellor was searching for a new dean of the graduate division and new dean of engineering. McCorkle resigned as vice chancellor. I had asked for and received permission to employ an executive vice chancellor. We had to hire three vice chancellors and two deans at that point. The dean of agriculture had to be hired as well. We had to depend on that middle management bunch. They did a magnificent job. I would like to back up on two things during the time I was dean of agriculture.

DOUGLASS: Yes. Sure. Go ahead.

MEYER: The one is on the name change. After the research meeting at Tahoe¹ one of the things

1. Tahoe Research and Organization Conference, College of Agriculture, University of California, Davis Campus, October 23-25, 1964.

MEYER: that we thought was a problem was that of enrollment. Agriculture didn't describe what we did and so why didn't we change the name. My first suggestion was to name it Shields, not to have any name. Agriculture, if you look in the dictionary, means farming and ranching; that is what it says, and that's what it means to most people. Most of the rural students were not going back to farms. I suggested it not have a name; let's just call it Shields College and whatever we are people will eventually understand that Shields College describes what we are. [Laughter] Then Emil was good too, he sent the request in and they turned it down resoundingly.

DOUGLASS: Why?

MEYER: It was too drastic, I guess. The agriculture industry didn't like it--and internal politics. I went to the Land-Grant College [Association of Land-Grant Colleges and Universities] meetings in Washington D.C. and they were boring as hell. I thought to myself, "You know, we ought to work on this name again." And so I flew back two days early. No one knew I was back. I went to the library and studied names. There's a lot in

MEYER: the library; there are journal names; there are books written on names, what they mean, and so on. I studied the philosophy and psychology behind name change. I wrote a position paper on changing names and went to the faculty meeting. I spoke to them about it and suggested College of Agricultural and Environmental Sciences. It broadened our name and kept agriculture. Maybe in time we would drop agriculture, maybe we wouldn't, but at least let's do this was the message. They voted for it; I sent the request forward, and it was approved. That's when the old library comes in. You pick up ideas there. I presented something to the faculty and presented it as a research paper. I even gave them the references [Laughter] as in a research paper and they bought it.

Now, another incident I want to cover is that in 1968, '69, I was offered two jobs. One as dean of agriculture at Texas A & M [Agricultural and Mechanical]. I decided to look at this offer, as much for experience as anything. I flew to Texas and met with their regents among other things. They flew me to see the governor. That's politics like you wouldn't

MEYER: believe. They flew me to see [John B.] Connally. We flew all the way down to Dallas to meet with him, and I argued with him some, and then went back and had dinner with the regents.

DOUGLASS: One of the regents asked me, "What color does your wife like?" I said, "What do you mean?"

MEYER: He said, "Does she like pink or blue? Whatever it is, let me know, and we'll have a pink or blue Cadillac here for your wife when you come." Right then I decided, no way will I go to Texas.

MEYER: Then my next job offer was to be vice president of agricultural sciences in the University of California. I told President Hitch and Wellman, who was the executive vice chancellor, that if they moved agriculture to Davis, I'd take it. They argued around a couple of weeks and they wouldn't shift so I didn't take it. Within a day they named [James B.] Jim Kendrick vice president. That's another reason why I should probably never have been asked to be chancellor because I had turned them down on that.

DOUGLASS: Why did you give them that stipulation?

MEYER: Because they didn't decentralize agriculture as they did all other academic programs.

MEYER: [Laughter] I thought I was going to bring it to Davis. I didn't want to move five kids and a wife to Berkeley. Davis is a great town to raise kids in, great schools.

DOUGLASS: But you thought it would be more effective as part of the system if it was with a campus?

MEYER: Yes. In time, you see, I was going to decentralize all of agriculture. We proposed to decentralize the Riverside campus; responsibility for everything south of the Tehachapis, except citrus responsibility, would include the north state. We would take everything above the Tehachapis. Berkeley could do whatever they wanted. They could do forestry and work around that which is what they've done. This would decentralize then the whole works. But the president's office didn't like that.

[End Tape 4, Side B]

MEYER: about what research is and the kind of research because the faculty was worried about applied versus basic research and what it would do to them as far as their merits and promotion were

[Session 3, February 10, 1992] very interested in talking

[Begin Tape 5, Side A] importance of the research to the

DOUGLASS: I thought we could just touch on a couple of more things with the College of Agriculture before we continue with student unrest in the late 1960s. Last time we talked you mentioned the Tahoe Research and Organization Conference that was in 1966 and that eventually the name change from the College of Agriculture to the College of Agricultural and Environmental Sciences came out of that. What was the goal and what were the results of the conference?

MEYER: The conference came about because we had been working on the undergraduate program in particular and then decided to look at the research of the college and the experiment station. You realize the Agricultural Experiment Station is the organized research institute that practically does the research conducted under the college. The conference was more of a brainstorming conference on talking

MEYER: about what research is and the kind of research because the faculty was worried about applied versus basic research and what it would do to them as far as their merits and promotions were concerned. I was very interested in talking about the importance of the research to the public and to the general thrust of knowledge as we moved ahead. We did discuss disciplinary-oriented research, mission-oriented research; the Agricultural Experiment Station is where these kinds of research are done to advance the mission of a plentiful food supply and adaptability research whereby known research principles are studied under different environmental conditions. In other words, new principles are not discovered, but principles are examined under different environmental conditions and various recommendations can come, or vary, between areas.

We did suggest, and the faculty did discuss, whether the word "agriculture" described what they did in terms of research or even what they did in terms of teaching which then led us to examine that when we came back to the campus. I distinctly remember, and I think

MEYER:

I mentioned this possibly, that I was back east at a Land Grant University meeting; it became boring and wasn't getting anywhere; and I came home and spent a lot of time in the library and tried various kinds of names. Agriculture and environmental studies was suggested.

I found much to my surprise many years later that this name created a lot of problems in various people's minds, out in industry and among the political public about downplaying the word "agriculture" by adding environmental to it. Lots of nasty letters were written to the president of the university, to the vice president and to the chancellor, and I never heard of any of them until just about five years ago when a graduate student did a thesis on changes in programs in the college here at Davis. What it brought up to mind is that Chancellor Mrak, who didn't necessarily agree with me on all issues--and I knew this and he knew this--supported me and stopped that drive or whatever it was from even influencing what we were doing which gave me a good lesson on what a chancellor ought to do when he hires a dean or a vice chancellor. You delegate authority to them

DOUGLASS:

MEYER:

MEYER: and you let them work, and if they seem to be making decisions that you don't necessarily agree with but still make sense, support them.

DOUGLASS: On the other hand, if you disagree with them, you don't ask and you don't suggest what they ought to do, you ask why it was made that way.

MEYER: Because they may know--the person you delegate these things to--more about the issues since they're right in the heat of the battle or are involved directly where the chancellor is not. You may find that the ideas make as much sense as anything and so you go ahead and support them. If you ask, "Well, why?" enough and enough problems keep coming up, you know the dean's not suitable for his position; you should get a new one. Well, apparently Mrak was doing that mostly intuitively. I've always remembered that lesson over the years, that delegation of authority appropriately used by the chancellor, or a dean, or anybody, is a very sacred and important matter to protect.

DOUGLASS: In that particular case did he have any qualms about that particular name change? Did he talk to you about it?

MEYER: He never did. And I don't think he did have any

MEYER: qualms because he was interested in the environmental area too. The vice president for agricultural sciences did have concerns, [Laughter] but Emil Mrak did not.

DOUGLASS: And was the main concern from the outside, the public pressure, that the university would not focus as much energy and research on agriculture with the name change? Was that their main fear?

MEYER: Yes, that was their fear. The "environmentalists"--that term never came forward at that time, we didn't have the strong environmental groups--were not around to divert the faculty or the university from making any change. It turns out we were the only college in the United States that added the word "environmental" and many universities now, many people have told me they wished they had at that time, that now they're in trouble even considering it. Although Georgia did change their name the other day to agricultural and environmental sciences. Their college there was formerly the College of Ag.

DOUGLASS: What causes the difficulty in that now?

MEYER: Because there are a lot of environmentalists that just have a cause. They don't stand to use

MEYER: rationality or data for their cause. Now there are some very good ones. You know, I don't necessarily always agree with Sierra Club but they do reason out their positions. The Audubon Society is very good. There's a number like that. But then there are a lot of fly-by-night outfits that are primarily political.

DOUGLASS: So the environmentalists think agriculture and environmental sciences should be separate disciplines?

MEYER: Well, they're afraid that the wild-eyed environmentalist will have more of an impact on the college than they do.

DOUGLASS: I see.

MEYER: I might say that that related to getting the grant from the Rockefeller Foundation in '72 to develop the division of environmental studies; we now have a Department of Environmental Studies. But the division developed at the same time because of that grant, and because of our study Dean [Alex F.] McCalla was the one to implement much of what went on in this Tahoe Conference. He was able to move and to develop a lot of environmental programs in the college; agriculture toxicology shifted to environmental

MEYER: toxicology as a thrust rather than agriculture per se; and new departments developed such as soils, water science and atmospheric sciences which became the Department of Land Air and Water Resources. A number of things happened from this conference because of the thinking it had developed and allowed McCalla to move ahead and implement many things because many of the new departments started when he took over. It meant not having to reinvent wheels, but it took something like the conference and he went to work and put it in place. Where the college went in the seventies and eighties to a great extent came out of the conference, even though there was nothing that definitive suggested at the conference.

DOUGLASS: But it provided something for people to work with?

MEYER: Yes, and to start from.

DOUGLASS: You mentioned to me something about the development of the biological sciences. Does that tie in with that Tahoe Conference, and if so, how?

MEYER: Yes, it did in part; because of the fact that I was on the Commission on Undergraduate Education

MEYER: in Biology in 1964, sponsored by the National Science Foundation, I became concerned about our undergraduate biology program. Dean [Lawrence J.] Andrews, the dean of letters and science, and I got together about trying to improve the undergraduate teaching program. While I was still dean we decided to offer biology in both colleges so that the Department of Zoology offered the zoology major in letters and science and in College of Agriculture. And in agriculture the Department of Genetics offered a major both places. We had six biology departments; three in one college and three in the other started offering majors in one another's college. Later as chancellor I appointed an associate dean of biological sciences to coordinate the undergraduate program. That worked very well because at the same time pre-medical sciences, or I should say pre-medical majors or interested students, started to grow at the same time we had this program in biological sciences with a large number of students. The number of biological sciences students just took off like crazy from that decision. So, I think that it took us a

MEYER: while--and we'll get into it later--to develop the forerunner of what is the current Division of Biological Sciences that has evolved in reordering and renaming and changing the departments. The structural changes are still occurring, and took their roots out of this Tahoe Research Conference.

DOUGLASS: Is there any thing else you want to add, either particular things regarding that conference or during that period you were dean?

MEYER: No, I don't think so.

DOUGLASS: OK. Then let's continue with the issue of student unrest which is where we ended up last time. We had talked about the People's Park incident in Berkeley, and that you were acting chancellor and how you were dealing with some of those concerns. There were more incidents of activism and it was growing on campus. What were the next challenges that you were faced with in terms of student activism?

MEYER: Well, actually the summer [1969] after that initial initiation before I was chancellor we did a number of things. We needed to get more student involvement. And so we started, even before I was chancellor, following up on one of

MEYER: the recommendations of the faculty-student committee that we appoint student assistants to the chancellor. In fact we did, the first one being [Daniel] Dan d'Agostini. The purpose of those students was to develop communication channels directly between the chancellor's office and the students. Apparently there was a dilution of student opinion when it came through the student affairs staff. There's always a tendency to reinterpret what somebody tells you in your terms rather than have the concern go right up to the chancellor's office. The committee who recommended this felt that we were missing a lot of information. We did appoint student interns that year. At the same time I needed to appoint a new vice chancellor for student affairs. Here I appointed a committee to select rather than recommend to me who that new vice chancellor might be. I took their advice and hired the person that they recommended and later on found that to be a serious mistake.

Then this third thing I did that summer was to spend a lot of time talking to people, going to the library, getting literature from various

MEYER: individuals across the country as to why we had this period of student unrest. Having the background of my study it allowed us to move on to reorganizing the campus advisory system. Mrak had started a series of administrative committees to advise him on various matters. We continued the committee system and then reorganized it. Lorena Herrig, my executive assistant, worked hard to make the committee more useable and more sensible in a better approach for obtaining membership on those committees. We put together an Administrative Advisory Committee that was composed of students, faculty, staff. It's important that the staff be on those committees because often staff are the intermediary between students and faculty. People forget how important the secretary is in a departmental office because the first person the students see when they go to that office is the secretary or receptionist who then decides what students ought to do or where they ought to go and who they ought to talk to. In addition, staff learns a lot more than what we were hearing from others, so having the staff on those committees and recognizing

MEYER: their extreme importance worked well for us. That was something we did that summer.

The fourth thing we did was to move the police department, after a study of various kinds of problems on other campuses, from the vice chancellor of business and finance to student affairs, to come under the vice chancellor of student affairs. As a matter of fact, we were hiring a new police chief that summer anyhow. The reasoning there was that most of the police activity with citizens of the campus was with the students because most of the people here are students. If police are with the student affairs milieu in terms of meetings and interaction, one way or another, they get to respecting and understanding the students much better than looking at them as a bunch of criminals which happens. Police often come from another area and they're not close to real people. In most universities they're in business and finance, and business and finance deals with things, student affairs deals with people. That was extremely effective and it has continued until recently when police has been put back into business and finance which I hope

MEYER: doesn't cause any problems. That was the summer which led us to early in the fall of having a conference at Soquel,¹ down near Santa Cruz, of administrators, faculty and students, staff, all of us, at this conference.

I need to digress a second. The other thing I had to do that summer was hire a new executive vice chancellor. One thing I asked the president for was an executive vice chancellor who would be responsible for administration of the campus, for operational matters, while I worked on planning and policy. I decided to retain responsibility for academic planning, for policies and organization, for internal and external relations, internal being relations with faculty, staff and students and external being relations with groups like the legislature, regents, the public in general and alumni. I delegated other responsibilities out to the vice chancellors and to this executive vice chancellor, responsibilities for the management of the campus operations. The reason I bring Elmer Learn in at this time is that he

1. September 11-14, 1969.

MEYER: came. . . . I think he came about mid-summer. We were trying to find a dean of the College of Agriculture and while I was going out as dean the research committee recommended Learn to be dean.

We had him and his wife out, and then all at once I found out that he had been chairman of the Department of Agricultural Economics at Minnesota and he'd also been in the president's office at the University of Minnesota and had been involved in a lot of student issues, was involved in the health sciences and various other executive matters. It made sense to me that he'd better fit the executive vice chancellor than the dean. In those days we didn't have such complicated hiring processes and so after dinner at the Nut Tree [Restaurant] one evening as we were walking out, my wife and I were walking out with him and his wife, I said, "Well, Elmer I think it would make much more sense if you came as executive vice chancellor, how about it?" He said, "Well, I agree." And that was the search. And so he came in the summer.

DOUGLASS:

MEYER:

A second vice chancellor that we didn't

MEYER: have was for academic affairs. I was so darn busy that spring trying to work my way out of those student issues that I thought to myself, "Well, what's a good way of doing this and who might be quite good." I thought, "Well, a person named [William F.] Bill Dukes who was associate dean of letters and science would be very good." I got together half a dozen faculty from the academic senate leadership; we discussed Bill Dukes and they agreed. So the next morning I got on the phone and called Dukes who was in Hong Kong on leave and asked him if he would be academic affairs vice chancellor. He said, "I need to think about it for two days." He called back and said, "Yes." So that then completed my summer of getting ready for the next set of issues.

I need to follow-up on student affairs, on the organization. I mentioned that I hired a vice chancellor of student affairs and should have known better.

DOUGLASS: Why do you say that?

MEYER: Well, later on I figured out why I made a mistake. And, it turned out that Joseph Lyons, Department of Psychology, really was very good

MEYER: in many respects. He was a psychologist. He was able to talk to students and had a lot of good features. But he did not have many administrative skills or experience. He soon recognized it and came to me four months later and suggested that he really move out of the job.

DOUGLASS: He was hired during the summer of 1969, you said?

MEYER: Yes. So I then thought, "Well, you know, student affairs may be a problem." Because I noted that not only did we have a vice chancellor, we also had a dean of Students, an executive dean of students, a dean of men and a dean of women--five people. It just seemed like an awful lot of administrators. So we sat down, Lorena, Elmer Learn, and I, over the period of time--that must be in the winter quarter [1970]-and talked with these five people and included I believe Bill Dukes in the discussion. Finally we decided we had to organize student affairs, get a vice chancellor of student affairs and eliminate in time the dean's position. We eliminated three positions immediately but then the dean of women we kept for a long period of

MEYER:

time because she was an excellent consultant and a great deal of help to the women students, especially in working between them and their parents. We kept the title but not in an administrative role but still as a important consultant and advisor to women students and to women's programs generally at that time. I immediately had to start looking for a student affairs vice chancellor and hired [Thomas B.] Tom Dutton and delegated a great deal more responsibility to that vice chancellor. Tom developed probably the outstanding student affairs program in the United States. It was also one of the largest in the United States. It is well-known for that because of what he did.

It's interesting that when Tom--this is a story now--was hired was about the time when Kent State [University] had problems; the killings occurred there and really excited our students. Governor Reagan had closed the campuses that spring. I thought that was the wrong thing to do, but it turned out it was the right thing to do because that gave a period of time for discussions to occur. I guess 75 to 80

MEYER: percent of the students left the campus and went off to the hills and skiing and one thing or another, but many of the activists stayed. We thought about how to open the campus the next Monday because of the excitement, and felt we really ought to have a meeting. My advisors recommended that we call a meeting of all the faculty, staff and students in the quad. Well, suddenly thousands of them showed up in the quad. That was the biggest group I ever talked to in my life. I was more than a little [Laughter] . . .

DOUGLASS: [Laughter]

MEYER: . . . leery about it and hesitant and even scared. That was the same day we were interviewing Tom Dutton for vice chancellor of student affairs. So I was on the quad speaking to these students. I gave my talk--it wasn't too bad but I would change it now--and there I could see Tom Dutton walking around through that big crowd of people and students. You know, there were all kinds of signs out there and one thing or another, and I thought, "Oh my gosh. We're not going to get the vice chancellor with this sort of thing going on." But then I

MEYER: offered him the job and he came. Later on I asked him, "Why in the world did you come?" He said, "Well, it was so important to me because they didn't throw rocks at you, that they listened to you attentively and with a certain respect." So he came to us, and it was one of the best hires I ever made.

DOUGLASS: What would you have changed about the speech?

MEYER: Well, I would probably have not been as paternalistic as my talk looked the other day. [Laughter] You know, my own children were that age and I guess I tended to think of everybody as the way my own children were and so I talked a little too paternalistically. But I got away with it.

DOUGLASS: Maybe you could comment on some of the other incidences that spring because quite a few things happened here. For example, as you may remember, a small group of students came to your office and sat down in your office. It was on April 15, 1970. They were holding a vigil for peace and had come to present you with a petition. How did you react to that?

MEYER: Well, was that their concern about ROTC [Reserve Officers' Training Corps]?

DOUGLASS: Yes. It had to do with ROTC and war research being carried out by the UC and the [UCD] campus.

MEYER: Yes. They were concerned we were doing war-related research and that we were helping to keep the Vietnam War going. I think there were two issues involving ROTC. The first--or maybe the second, I don't have the order in mind--was that there was to be a ROTC parade out on one of the playing fields. A group of faculty were in my office talking to me about various matters. I was consulting with them talking about various issues involving student unrest, and all at once word came in that a group of students were going to interfere and interrupt the ROTC parade. So those faculty, bless their souls, immediately got up and went to the ROTC parade to help. And it was a very important statement the ROTC students made. The ROTC students just went on with their marching and parade even though the students were throwing flour on them, for example--that's wheat flour--and the ROTC students just didn't react. I was afraid one of them with one these rifles would take after one of the students. But they just went on and did

MEYER: their business and ignored these students. I distinctly remember afterwards the police and the student affairs people were anxious to see who those students were. They had a lot of pictures. They weren't worth anything at all because right in the middle of this, with flour on him, was one of the faculty members from the office, Frank Child, who was chairman of economics. He was standing, looking as if he was disrupting the parade, which taught us that you really can't tell from the pictures who was who. It's just one stop in history, you have to have a series of pictures. It just doesn't work to use the pictures.

Now the second aspect in ROTC was one day-- I can't remember the date . . .

DOUGLASS: Students sat in at the ROTC on April 16 also.

MEYER: Yes. Oh, there's three.

DOUGLASS: Oh, OK. You're thinking of something else. Go ahead.

MEYER: Yes. They went to sit in at ROTC. We knew about it. I happened to be at a regents' meeting if I remember correctly. I was not here. I was on contact by phone, however. And so here we had this group, the executive vice

MEYER: ~~Tape~~ chancellor, the dean of students and a number of
~~MEYER:~~ his advisors trying to decide what to do about
the students in there. It turned out that when
the students sat in, the colonel put on his ~~then~~
loudest and ugliest sportcoat . . . ~~and out of~~

DOUGLASS: [Laughter] ~~ing here was a group of people plus TV~~

MEYER: . . . and went in and mingled with the students
sitting in his office, gave them coffee and
cookies and talked with them about their issues,
and discussed them and didn't lose his temper or
anything. He was in that evening in this ~~and on~~
meeting with Elmer Learn as chair. The student
affairs people wanted to go in and pull the ~~is~~
students out. The colonel did not. He said,
"You know, these are pretty nice kids and let's
just wait them out." So they argued about it ~~then~~
and finally someone came to them and told them
the students had left. [Laughter] Which also
taught us quite a lesson; don't move too fast.
~~hell~~ The third issue with ROTC--actually there
were four--was probably a few days previous to
that. I was coming out of my office to go to a
meeting and students had decided to plant white
crosses. ~~Tom was here or not, I guess he was. I~~

[End Tape 5, Side A] ~~I to know that the world had not learned~~

[Begin Tape 5, Side B]

MEYER: They had planted thousands of white crosses in the quad. It was kind of a beautiful sight, so to speak. Anyhow, I came to the office and then had to leave for a meeting. As I came out of the building here was a group of people plus TV cameras. The students said, "We're here to protest ROTC and we want to know how you feel about it." I said, "Well, you know, I support ROTC." That got their attention and stopped them to such an extent that I merely walked on and went to my meeting. I saw all those TV cameras there too and the thing you don't do is tarry in front of TV cameras and argue with people because you never know what shot they're going to take. Well, I went to my meeting; when I came back I went into my office and they'd piled as many crosses as they could in my office. I had white crosses like you wouldn't believe in my office. They proceeded to sit-in. So I decided to talk with the students and listen to them. The police chief was there, myself and probably Tom Dutton--I don't know whether Tom was here or not, I guess he was. I explained to them that the world had not learned

MEYER: to live without armies, that there were still people like [Adolf] Hitler and others where you could justify war. I said the same thing is true in this country. We have not learned how to live without police. We've still got criminals who are going to take advantage of people if we didn't have the police. So I felt that, with that analogy, we needed to be using officers from civilian-run institutions rather than the military academies and if we didn't have ROTC in many of these land grant universities, we wouldn't be putting people in command positions who had a background with civilian students rather than other military students. Now many of them didn't agree with that, but at least they could see there's a rationale. That really diffused that issue and ROTC never became a big issue again.

DOUGLASS: So in all of these incidents then the situation was never really one of adversity? You found that you were able to communicate with and work with the students?

MEYER: Yes. Because that's the way I felt, because my own children--there were three of them in college at that time--I knew they had divergent

MEYER: opinions from mine but I still felt they were kind of nice kids. And so that's the way I felt about students generally. You had to remember not to paint them all with one brush. So I never felt uncomfortable with students. It's funny, I never did.

But the process by which that could occur-- it's important to realize this. [Arthur C.] Art Small, the business and finance vice chancellor, was asked by the student affairs people to develop a procedure for responding to disruptions because some campuses across the country had very serious ones. For example, I remember the president of Stanford [University] got caught on the steps by a group of students and absolutely looked silly in front of the television cameras. They had the shooting at Kent State. There were all kinds of violence at different places. For example, at Berkeley the confrontation the administration had with the students created such an uproar that they had to bring in the National Guard. And so the important thing was to realize that they were fine young people. But, nonetheless, there were the SDS [Students for a Democratic Society]

MEYER: types, the very militant and not necessarily very responsible students, so you had to be prepared for that as well. So Art Small worked up a process that we always followed. Number one, the chancellor was kept out of the operational decisions, but you had to have someone running things, doing things, because the chancellor should not get caught up in the heat of the moment. They set me in the position so that I was not actually involved out there debating, trying to stop sit-ins and all that sort of thing.

We set the executive vice chancellor as an operational group which included the vice chancellor of student affairs, some of his people, some students like student interns that we had in my office, and faculty that would serve on the operational group. This was the group that Elmer Learn was sitting with when they were discussing the sit-ins in ROTC. Then you had the police and the student affairs people actually out in the activities. They would be under the control of the student affairs vice chancellor and his helpers. So we had not only the police but he had a crew of his

MEYER: own student affairs people who were responsible for counseling or financial aid or whatever, people he really could depend on--the ten or twelve who had their wits about them. The vice chancellor of student affairs was actually out there with the crowd and trying to gauge what's going on. In addition, all those student affairs groups had students working for them and they could get information from them. So whenever there was a major sit-in of some kind, they sometimes would remove me from the scene, so to speak, so that they wouldn't focus on me. Many times they focus on the chancellor because that's where they can get the television cameras. We realized a lot of this was just to get in the news. Several times I sat at home or other places, uncomfortably, and wished I was there while others were running things, keeping contact with me. I was still involved in the major overall decisions about whether to contact the president's office or have the police throw them out or things of that kind; that would be my decision. They would present what they had and then I would not have been too close to the action to miss the forest for being caught in

MEYER: the trees. That process that Art Small worked out really worked well for us. And we used it several times.

DOUGLASS: And that prevented, you think, things from getting out of hand?

MEYER: Yes. Another thing that the faculty did during that spring that first year [1969]. For example, the Vietnam War--was to set up a whole bunch of areas on the quad that different faculty members would man and discuss issues. Economists discussed economic issues of the Vietnam War, psychologists one thing, the ROTC colonel was out there, and from different perspectives people sat under a sign and then students would come debate with them on the issues which allowed an exchange of ideas and sometimes gave the uncommitted student information he or she didn't have. So we did a lot of things of that kind.

DOUGLASS: Was it a combination of things that resulted in your focus on Students Affairs or was that a natural concern of yours all along?

MEYER: Well, it was natural in that you have two parts of a student's life, the student life and then the classroom life. The faculty, and academic

MEYER: affairs, is responsible for the first, the student affairs for the last. The students live in both worlds. Too many times we look at it strictly from a faculty perspective, but the student perspective and the student affairs perspective is very legitimate, an important one. We felt that we weren't putting enough reliance on the student affairs and prior to that time we weren't organized correctly as we could [be]. We didn't have the right people. But then after Dutton joined us and put things together we did.

DOUGLASS: Do you think growth had a lot to do with the need?

MEYER: Yes, yes, yes, yes. Also, we had so many students who stayed to stay out of the war, not to be drafted. They couldn't be drafted in those days, and so we had a lot of people who really didn't want to be here. And we had to have some way of understanding them and identifying who they were and helping wherever we could. So we set up draft war advisory groups so students could talk about their problem. We didn't use officials of any kind; we just used good counselors.

DOUGLASS: Was anything comparable to what you were doing going on at the other UC campuses?

MEYER: Well, either other campuses or other universities--you know, you never have an original idea--we picked up a lot of information from what we'd heard or read. The Chronicle of Higher Education was very good about bringing these things out. Clark Kerr's studies helped a lot too. So we had all this information that we put together. I'll be biased, I think we did a much better job of looking at the issues and developing the process to handle issues, and this was the important thing that Dutton brought to us. The minute something came up he thought "process;" "What's the best way to approach this?" He worked that out before he dashed into the fray. Also then he would examine why it occurred. I think I've learned an awful lot from Tom and that's the word "process," that whenever you get into difficult problems think "process" because you better define the problem before you do something.

DOUGLASS: Are there any things you want to add about student unrest at that time in particular?

MEYER: No, except that when we get into academic

MEYER: planning and developing an organizational plan I can weave that in.

DOUGLASS: OK. But that's how you handled those specific issues? It seems like there were a number of activities going on that spring of 1970 that you had to deal with.

MEYER: You see, a lot of ideas came from what Emil Mrak had done. We didn't try to reinvent the wheel; he did that. And we had all the middle management personnel who worked under Emil and so they were very, very important.

DOUGLASS: They helped . . .

MEYER: Oh yes.

DOUGLASS: . . . with the situation.

MEYER: See, for example, Mrak had these advisory committees. The new thing that we did was reorganize student affairs and add student interns. I put police in student affairs. Other than that, Project Involvement had gotten a lot of things going that Emil started.

DOUGLASS: You've been talking about this first year, and the initial period when you became chancellor. One thing I wanted to ask you about before we continue with that is, you mentioned previously that your being named to be chancellor was a

DOUGLASS: surprise and that you were not sure about accepting the position. You mentioned that you took some time to think about it. Why did you decide to accept it?

MEYER: I think for the same reason I accepted the deanship. Someone had to do the job and there didn't seem to be anybody else in sight. I have a fault--that is what my wife thinks sometimes--that I see something that needs to be done and I do it. In a sense it's the way I was raised on the farm. You're isolated out there on that farm. If something breaks down there really isn't anybody else to help you but you. You just go work and do it. When you're on a farm in the country, in the very rural country, they don't have carpenters around to do things. There are no plumbers. There are mechanics in garages but there were no farm mechanics, not in those days, to fix farm machines. You did it yourself. And then having grown up in the Depression you didn't have any money to do anything or hire anybody anyhow. So, I think that it's just something my folks instilled in me.

DOUGLASS: You didn't see a good reason not to do it?

MEYER: No. I had concerns that it was a difficult time and I might get into trouble in so doing, but. .

MEYER: . . . Then also, I love this campus. It's turned out to be one of the best places one could be and so you didn't want it to get into trouble. So, I don't know, this may be kind of a lame reason. I never had the ambition to be a dean or a chancellor, never. As I said, I didn't know I was being considered. I never would have applied if I hadn't been asked. So, it's one of those things.

DOUGLASS: I was just curious if there was a specific reason, but it sounds as if with the circumstances things just happened.

MEYER: Yes, that's right.

DOUGLASS: You mentioned previously that Emil Mrak was a lame duck at that point when you were named, but what actually happened? What, if any, advice or help did you receive from him?

MEYER: Well, I think that the two things I got from him were--three actually--one was to understand why some of the programs happened and why they occurred and who did it. And I realized that he had developed a very good middle management staff at the assistant vice chancellor level.

DOUGLASS: Was this from your own studying of the situation?

MEYER: Yes. I'd known a lot of those people. I knew them well and respected them. I think, secondly, his support that he gave me as dean and why he did it was important. I think, thirdly, he always liked students--I forget what they called him--and he never downplayed or criticized students. And that was very important. As far as direct help is concerned he was out of town an awful lot that last year and the next year--the first year I was chancellor--so I didn't really get an opportunity. Whenever I would call him he'd be gone because he got involved in a lot of things on the outside. It's quite a job to move out of the chancellorship, a busy job, into retirement. He was working for all kinds of agencies in Washington, advisory committees in Washington, and Europe and different places. But I was fortunate in that I had those people he left behind who were very good advisors and really could tell me almost as much as he could about where the skeletons were. The funny thing is at the time you're so busy that you'd ask Ed

MEYER: Spafford who was next door rather than calling Emil. So, we didn't interact too much that first year or two. Time was another problem.

DOUGLASS: What difference do you think that it made that you had been here quite a number of years as opposed to if you'd come from the outside?

MEYER: Oh, I think it was critical. I didn't have to look for the skeletons, or closets, I knew them already. And I knew all the people who were here. I knew the philosophy and the trust and the kinds of students we had. And so I didn't change things a great deal. I hired new people but I didn't have to change the culture. Well, I didn't have to try to see Davis in the terms of another institution if I'd come from the outside. Because too often people come from the outside and they interpret things in terms of their past experience and all at once try to do things differently without spending time to find out what the local people are like, what the culture is like, what the philosophy is, and what are the good things and what are the bad things. I didn't have to do that. There wasn't time. And so I think it was very important that someone from the campus who was here and knew

MEYER: the faculty, you know, maybe a third to a half by first name, one they really could depend on and this sort of thing. I think somebody from the outside would have a very hard time.

DOUGLASS: We have already talked about some of the things you first did when you began your tenure as chancellor, such as student affairs and dealing with student unrest. But what were some of the other things you did in that in that early period?

MEYER: As far as student matters were concerned, all at once I realized that student affairs had to be organized and had to be set up. I set up a meeting with the four or five people--the dean of students and the dean of men and the dean of women and the executive dean and the academic vice chancellor--and worked out, with a lot of help from Lorena Herrig, an organizational chart for student affairs, presented that to them and told them that I had to implement it and that they were all free to apply for the vice chancellor's position, but I was going to immediately start to search for a vice chancellor. And that created a certain quietness in the room. So I felt pretty good

MEYER: about it. Then Lorena said to me later, "You know, you just fired four people." I hadn't realized I was doing that, otherwise I would have been a little more nervous than I was. But nonetheless none of them applied for the position. We did as much as we could for each individual. One of the people went on to law school, the dean of women stayed, and the executive dean was made registrar eventually and another one left. It worked out fairly well for the people that were there. I didn't feel too badly about it when all was said and done. I guess the most important thing was I made the vice chancellor of student affairs a very key person on my staff. So many presidents of universities don't get as much advice from student affairs side as they do from academic affairs, the whole business of finance or budget where all the money and activity is.

We set up something that wasn't supposed to work. I had gone to deans' meetings with Emil Mrak. He'd had the deans' and vice chancellors' meetings and they were awful. We never really got anything done. So I decided I was going to change that. I had deans' meetings and worked

MEYER: up good agendas and minutes--all that--and they were just as bad as they were under Mrak. We got to thinking about it and I thought, "Well, you know, what's wrong; if we only see each other once a month, we aren't really on the same wavelength" I suggested that we have a luncheon once a week. We would not be making policy decisions at that luncheon but we would be exchanging information. We would bring up ideas that we might discuss, but we'd never make decisions on what we would do--we wouldn't set policy there. The luncheon meeting would be set at noon on Tuesday or Wednesday; deans and vice chancellors were to come, and there were no substitutes. If they couldn't make it, they couldn't make it. Strangely enough, everybody usually made it. It was very helpful. Tom Dutton, the vice chancellor, was busy with student affairs activities, but he would report or discuss something that he saw coming down the road that was an issue in the student world. He'd discuss it with the group, and the deans and the vice chancellors would all have an input, find out what was going on, and maybe they could do something about the problem

MEYER: wherever they were, but at least they knew and could advise Tom if they wanted to or not. Tom didn't have to make a decision on what he was going to do or anything else, we'd just exchange information. The dean of letters and science and the dean of medicine might not see each other for months or weeks on end but for the fact that every week there was at least an opportunity for them to be eating lunch together and talking about things, even if they just told jokes. We kept meeting weekly for my tenure. We'd still have our deans and vice chancellors official meetings once a month where we made policy. That policy meeting improved a great deal because these people had been meeting and talking about relevant issues prior to the meeting.

DOUGLASS: It helped generate ideas and concepts?

MEYER: Oh yes. It was extremely good that way. They were not allowed to bring people with them. It was just the vice chancellors and deans and Lorena Herrig. We didn't keep minutes. We just had lunch together. That's been discontinued. They're having lunch together but they're making policy decisions and it's a different scheme

MEYER: that they work on now, not too satisfactory, I understand.

The other thing that we did with student unrest was with the press which was a problem to Emil. We brought in our administration a man named John Vohs out of rhetoric as assistant to the chancellor on communications. One of the suggestions he made was, "Why don't we have a breakfast with the press once a month?" So that first year we set up a press breakfast where we had breakfast together in the Faculty Club and then would discuss issues. We might bring issues or they would have issues and they'd have questions. The Sacramento Bee was very good and came, as well as the Sacramento Union and the local newspapers. We invited the student press as well, and any other press that could come. It was just this area and the Sacramento-Yolo County area. That helped a lot because the people on the press soon got to understand a lot of the issues and they weren't surprised when things happened. For example, we might bring Tom Dutton in when there could be problems with the ROTC and some of the student issues that seemed to be arising; we might talk to that and

MEYER: answer questions. Then reports would appear in the paper. I've always felt that one of the best communications to the faculty at Davis is through The Davis Enterprise, that's the local

newsheet. So this was our way of communicating to the public before things happened or discussing issues we wanted to raise with the press; if there was some hot issue, the press could question us. It was one of the very good communication methods. We kept this going for four or five years. I'd have to go through my notes to find out how long we kept it going but I know in 1974 we were still doing it. But then that finally ran out of steam and student unrest died down. We weren't the big news that we were at one time. But that was a very good

DOUGLASS: suggestion that we started that first year.

MEYER: That then gave us a chance to follow up and to question Tom Dutton who was putting the student issues to the attention of the public. Anyhow, we'd find out we had dilemmas and let the people out there also suffer through those dilemmas.

[Laughter] issues arose whether it was ROTC, or

DOUGLASS: [Laughter] Was there anything else you wanted to add about student affairs? We were talking

DOUGLASS: about this first early period and what were some of the first things that you did when you took over the office.

MEYER: Well, another thing in student affairs that was really related to student matters, was this advising system. We set up what was called the Liaison Committee. We had students, faculty, and staff on this Liaison Committee to nominate people for committees. I mentioned that early on veterinary medical students became upset because I was listening to all these radicals and other students didn't have any voice. I challenged them to involve themselves. One of them, Don Klingborg, came in and volunteered to be on this committee and later we named him chairman of the Liaison Committee. [Laughter]

DOUGLASS: [Laughter]

MEYER: The committee had two roles. One was to nominate members to committees; but the second role I forgot to mention before and the reason I raise this again was that as they saw issues they would authorize to hold hearings on campus.

MEYER: As various issues arose whether it was ROTC, or affirmative action or whatever the issue was, they would then hold this campus hearing.

MEYER: SS: People would present the issues, the room of
MEYER: people then could respond and talk things over.

[End Tape 5 It was a communication method--"mechanism"--
[Begin Tape that's why we called it the Liaison Committee.

MEYER: This one kept going, again, for about maybe
three, four years. And then it was not
necessary anymore but they continued their effort
as a Committee on Committees. So that
was an area that we also used.

and Now I want you to realize that we just
didn't dream these up one day, that this
evolved. We gathered ideas from other people,
other institutions, press, library, wherever.
And all at once ideas seemed to make sense to us
and we put them to work. I wanted to be sure
that you understand that these were borrowed
ideas. I didn't necessarily think them up
myself. Somebody on the staff suggested it and
I'd go along with it or whatever. It wasn't a
simple matter that we sat down and dreamed all
this up.

DOUGLASS: Right.

MEYER: This evolved.

DOUGLASS: But you did consciously decide to focus, for
example, on student affairs and concerns because

DOUGLASS: that was coming to the forefront?

MEYER: Yes.

[End Tape 5, Side B]

[Begin Tape 6, Side A]

MEYER: But also in focusing on student issues I immediately started in academic planning. Previously the academic affairs vice chancellor chaired the Academic Planning Committee. I decided that I wanted to do academic planning and so chaired the committee. We evolved a number of programs, one being the Work-Learn Program or PROBE [Professional and Occupational Broadening Experiences] which was initiated under the Project Involvement. It was to help students find occupational goals in their life in terms of where they were headed academically. I remember being concerned that maybe one of the reasons students were upset was they weren't sure where they were going. Maybe they just came to college to stay out of the draft and if they weren't doing that they wouldn't be in school or they didn't know why they were studying what they were studying. No longer were they like a lot of us older types. We knew what our father did. We knew what our mother

MEYER: did. We were with them and we could identify with our parents. Like I was going to be a farmer, that's what my father was. There were small grocery stores; people worked in grocery stores, they knew what their father did. The student at that time didn't know what their father or mother did. Many mothers were working, many fathers--all were working for the most part. They went off to an office or to a laboratory or to a school or to wherever, but they never really knew and never worked with their father or mother. In addition, society had developed an enormous number of potential job opportunities and professions. There was nothing in their school that gave them access to what those opportunities were, what they were like. So based upon our experience with Agricultural Practices Program which was started by a large endowment--Fred Bixby back in the early 1950s--where we had staff who worked with the agriculture industry and set up summer jobs for students to experience agriculture out in the field so they could get some practical experience and understand what they were getting into, we used that as a model for the Work-Learn

MEYER: and established a staff. It would set up working opportunities, whether they were in college, they could be working in a laboratory for a faculty member or they could work downtown as a clerk or they could do a number of things. A lot of students were interested in working in a hospital. They wanted to be doctors but they needed to find out what it was like. Or they needed experience with animals to be a veterinarian. That was set up so that they would make better use of their time, have the experience and get an idea of what they wanted their life work to be. Eventually large numbers of students would take advantage of this. It's still going under student affairs where I would guess maybe up to two to three thousand students have work opportunities every year. That came out of Project Involvement. So that was one that seemed important.

Another idea that came up in academic planning area related to students was the Stop-Out Program or known now as PELP--Planned Educational Leave Program--which was suggested by Clark Kerr in his Carnegie studies. I got a hold of that first because Mary Regan had gotten

MEYER: a rough draft from Clark Kerr and she gave it to me. We had a chance to look at it and before one of those Tahoe Conferences and. . . .

DOUGLASS: When was this?

MEYER: I guess it would be about fall of 1970.

As a consequence we put quite a lot of effort into that, where the student would apply for a leave--he or she would have to give a reason and we gave quite a lot of latitude there--and then we agreed and signed it. This meant that they had not withdrawn but they had just merely taken leave. They would not lose their financial aid when they returned if that was a problem. They would have similar opportunities on housing. They didn't have to be readmitted or apply; they would just come back from leave, which was marvelous. The parents were the ones that always gave the students a bad time. You know, it was, "So and so stopped out and will never come back." Well the parents really didn't have as much faith in their students as they should have had because that hasn't been the case. I think the students come back without any trouble at all and even if they don't do anything worthwhile just stopping

MEYER: out sometimes helps; they're in a rat race on
DOUGLASS: campus, they're tied up and they're worrying
MEYER: from one exam to another, they don't have time
DOUGLASS: to think and consider what they want to do or
MEYER: anything. Sometimes just being away from the
place for a quarter is worth a lot. I think
it's one of the reasons students don't
necessarily graduate in four years. Many of
them were taking four and a quarter, four and a
half years or five even. There's nothing wrong
with that. They aren't using up resources,
they're just taking longer to graduate because
they stop out and gain other experiences. As
much as two or three thousand students, I think
now it's about a little over three thousand, or
I don't know whether it's that high or not, but
quite a large proportion are stopping out.
Don't hold me on these figures.

DOUGLASS: This kind of program, or Stop-Out, was anything
like that going on on any other campuses in
general?

MEYER: Not to my knowledge. It came strictly out of
Clark Kerr's rough draft. There may have been.
I'm not saying that there wasn't.

DOUGLASS: Right, but not that you're aware of.

MEYER: No, no. Studies in terms that the faculty could

DOUGLASS: It wasn't being done on any of the UC campuses?

MEYER: No. I'm sure we were the first UC.

DOUGLASS: OK. Asian-American students decided they wanted

MEYER: The other activity that related to students was Ethnic Studies--in academic planning. My first experience was with the black students who called on me while I was dean to talk about the issues. And we decided that there needed to be an Ethnic Studies program. Letters and science had started studying a Black Studies program, I think they were calling it, I don't know what they were called in those days but nonetheless it became that. So the faculty in letters and science kept working on a Black Studies program. We didn't have a Chicano Studies; Chicano students called on us but they did not have faculty leadership as the black students had. There were three or four black students, I can remember, who provided leadership. We hired in student affairs to fill in the void, a man named Jesus Leyba who is still here. We called him Jess, and he was very effective in student affairs and helping Chicano students put together their concepts and their ideas about

MEYER: Chicano Studies in terms that the faculty could grasp and understand. That went on in letters and science. The Native American students and the Asian-American students decided they wanted programs. Interestingly enough, they evolved in the College of Agricultural and Environmental Sciences and the Department of Applied Behavioral Sciences which is an applied area based upon the social sciences. The first programs were put together in that department and faculty were hired by that department. In many respects this did not come out of academic planning but was caused by the movement in the South and in concerns generally for minority people. I did put three faculty positions in each one--for Black Studies, American Studies and Native American Studies, and Asian American Studies.

A second thing I did where I got my hand slapped and had to back out is I decided that we'd put aside some academic positions and tell the departments in letters and science and agriculture that if they can find an outstanding minority faculty member in any discipline out there we'd give them a position for it. Letters

MEYER: and science did a beautiful job. They found [Robert A.] Bob Matthews for geology who's still here, Albert McNeil in music, [William H.] Bill Henderson in art. There were others, and so we hired some very good minority faculty. What we did was search for an outstanding person and then put him where he or she best fit--oh, it was history, history for Black Studies. The trouble with our history people is they were hiring such good people that others kept hiring them away from us. They hired an excellent historian, kept him for two years then the University of Chicago hired him from us. We provided some pretty good faculty for others there for a while--from the black faculty.

DOUGLASS: You mentioned you got your hand slapped. What did you mean by that?

MEYER: Well, the president and the general counsel of the university decided that was illegal because

DOUGLASS: it was discrimination. We cut out a lot of the people, a lot of whites, because we didn't

MEYER: widely advertise. We didn't search broadly, we just went out and hired them. It turns out, I want you to know, that about six to eight years

DOUGLASS: ago the university finally decided it was OK.

MEYER: So everybody goes out as a head hunter. But if we could have kept at it we would have had a beautiful minority faculty around here, but no one else was doing this. But anyhow, we had to quit. But we did get some of the best faculty. Oh gosh, we had one of the best choir directors or chorus instructors you could want. He just retired unfortunately; he's been here all this time. And a number are still here. They provided tremendously good leadership among our minority students and faculty. Then I wanted to mention, to follow on student matters, the fall conferences. After we had the Administrative Conference at Soquel in getting organized we delayed a year on general conferences or retreats. Then decided we'd have one at Tahoe--a regular leadership conference much like the ones I mentioned in the past that. . . .

DOUGLASS: Was this a spin-off of what had been done in the past?

MEYER: Yes. By the student government. Only they weren't interested in developing leadership so we started fall conferences.

DOUGLASS: They weren't interested in organizing among

DOUGLASS: themselves? somebody they didn't know. No

MEYER: No. So we put together these conferences where we put together a committee in the spring and talked about the issues and tried to come up with an organizing concept. The issues could vary. The first series were on student matters. Eventually we got to academic matters. A lot of academic planning was done via that fall conference. The chancellor would bring sixty or eighty people together to talk about an issue like general education and get sixty people to debate it. But in those days it was a lot of issues. We invited students who were activists and students who were in positions of leadership--student government for example--and then a group of students who were like the veterinarians and the medical students and others who really weren't out in that milieu but needed to be involved, and faculty and staff. We had pretty hot and heavy sessions those first two years. People shouted at one another. But the important thing about it was that--and again we did this like we did with the others in the College of Agriculture--everybody had to ride up with somebody they didn't know. Everybody had

MEYER: to room with somebody they didn't know. We mixed people up; we deliberately mixed people. Somebody from student government would get to talk to and sit down with the dean of letters and science. Then when that person got back to the campus or the dean got back to campus and there was some issue that made sense for that student to go see the dean or vice versa, they knew it existed and they knew at least the dean was a human being, even though they [the student] may not have agreed with him. This was extremely important and we made sure that minority students and faculty were there and staff as well. It was very accusatory sometimes.

DOUGLASS: Can you give an example of how things worked or what happened?

MEYER: Oh, well, "That you really don't care about EOP because you aren't putting more money into it," for example.

DOUGLASS: This would occur in a small group?

MEYER: Or a large group. It didn't matter, it would come up anyway. So it was--or, "Why are you thinking of firing this person?" or "Why are you?"--you know, it was everything under the

MEYER: sun. Yet it served an extremely useful purpose. One of the things it did was socialization. One of the faculty members who later became vice chancellor told me it was that conference that socialized him into the campus. And it was important to him; all at once it became his campus in just a short period of time. I think that the socialization aspect was probably more important than decisions. We didn't make decisions. We didn't intend to make decisions. The idea was to discuss them, to discuss the problem. Then when we came back we knew people and we could put together groups that would help us solve the problem. This was extremely important. I think that's also what helped with the students and faculty in coming to terms with this tremendous campus unrest that went on during that period of time.

DOUGLASS: How many students would be involved in this?

MEYER: Oh, we started out around eighty but eventually went up to 120 people. So they'd be a third to a fourth to a third--thirty or forty.

DOUGLASS: And the focus of these fall conferences originally was on the students?

MEYER: That was the first set of conferences. Then the

MEYER: purpose was to pick up on general campus issues, that was the [Inaudible] final purpose.

DOUGLASS: OK.

MEYER: We used the conference later on for trying to get general education started. The subject matter varied. The chancellor's still using that technique. And it's worth the money. Some would complain, "This is such a fancy place. You're spending all this money when we need it for student fellowships or student support,

DOUGLASS: financial aid." [Laughter] It was good. It was very good--kind of rough sometimes--but it's good.

DOUGLASS: [Laughter]

MEYER: [Laughter] But you see you've got to talk to discuss problems. You can't just ignore them.

DOUGLASS: What would happen when you left the conference? You said it was, in a way, more of a place to get a chance to socialize. What procedurally came out of that?

MEYER: Well, if Bill [] as a vice chancellor in student affairs, or me or whoever, would see, or had something in mind to watch for, and set up discussions with certain campus elements and made sure the issue was tackled. We spent a lot

MEYER: of time--Lorena did and her staff--developing the minutes and sending the information out to everybody that went to the conference. People in general never even read the minutes. Everyone on returning started class or faculty started teaching. So it was up to the administration if they saw something--and I can't recall anything. I'd have to look up the fall conference minutes to see what I got out of ideas so identified.

DOUGLASS: But it was really up to those people who were involved to go off and if they got ideas to implement them?

MEYER: Yes. They might get this idea--it might be intuitive--that they picked up up there and didn't realize it. You have to take advantage of people's intuition. It's very important.

I might also say that as I look through my calendar I spent an enormous amount of time--I don't where I found it--going to all kinds of meetings, speaking to diverse groups from chambers of commerce to Farm Bureau meetings, to having dinner with a lot of students in the dormitories, to going to faculty meetings when they wanted to talk about issues. I looked at

MEYER: my calendar for that first year and I'm not sure how I got through it because sometimes there were two or three evening meetings or day meetings a week. I gave more darn talks. Fortunately they were all on the same subject so I didn't have to reinvent each talk. It was important I thought, and the other people in administration did too, to talk to diverse groups. In addition, that included the departments. Chancellor Mrak had started a department visitation program where he, the dean and appropriate people would go to meet with the department and discuss their concerns and some of his concerns. I kept that going. That was quite an important communication mechanism directly to the departments. The only thing I added to it after two or three times was I'd have a cocktail party at the house for about an hour. We probably got better discussions afterwards than during the meeting. The faculty would come over and we'd stand around and have a drink or a glass of wine. And another thing [Laughter] I learned is--this is an aside--you've got to learn how to stop cocktail parties.

- DOUGLASS: [Laughter]
- MEYER: You know, the first group came and I thought they'd never go home.
- DOUGLASS: [Laughter]
- MEYER: I found out how to stop cocktail parties; that is, in one hour I had the bartender start to take down the bar.
- DOUGLASS: [Laughter]
- MEYER: That worked. [Laughter] Oh, you know, there comes a time when you're tired and you want them to go home. [Laughter] But it worked.
- DOUGLASS: [Laughter] I know you've mentioned some organizational changes that you made, particularly with student affairs. What other organizational changes did you make?
- MEYER: Well, there are a couple of things that from an organizational point of view occurred. I mentioned some of them and I won't repeat them. We developed the matrix management system prior to that time. This meant that the noon luncheons we had with vice chancellors and deans meant you had two people answering to the chancellor who had different responsibilities which crossed two or more programs, i.e. student program and academic program. Knowing that we

MEYER: had a matrix. . . . Matter of fact, it's a three-way matrix in the University of California. Not only are there the organizational issues that the vice chancellors handle but the academic issues that the department handles; also there is the direct delegation of authority to the faculty for courses and curriculum in the University of California--matter of fact it's in the constitution of the state--and so they make decisions on what courses ought to be and what the curriculum ought to be. That gives a three-way matrix. They all cross one another. Once you realize that, you set up an organizational structure to take advantage of it. If you look at our organizational charts you'll see that--and they're using the same system--you have the vice chancellor and chancellor sharing one box. One's operational and one's policy. Down the middle, the deans, and then you have the vice chancellor of academic affairs and student affairs and so forth on that. And so they cross on both operational and academic issues. At the same time the faculty are not in that organizational chart. You put a three-way

MEYER: matrix together; it's too complicated for most people to comprehend. For example, the noon luncheons always included the chairman of the faculty. The chairman of the faculty went to the vice chancellor and the deans' meeting so that we, the administration, involved the faculty leadership in a three-way interaction. The academic senate would be the place for decisions about curricular matters. So one had to keep that mind. It took a while for that concept to get across to the administration and to me.

DOUGLASS: You' The work group system involved the same principle. It crossed lines. Institutes--organized research units, institutes and centers--are set up to do research in diverse areas and cross department and college lines. The Institute of Ecology has faculty from letters and science, agriculture, veterinary medicine, and so on. So one keeps in mind that we have a matrix and one has to understand that all this is going on every day. The authority for these decisions rests different places, and they interact. Lorena and I spent a lot of time putting together an organizational chart; we

MEYER: discussed organization ad infinitum, ad nauseam.

DOUGLASS: How did you evolve this? Some of these things were in place, I take it, when you became chancellor.

MEYER: Actually the principles were here. It was just a matter of formalizing them sometimes. That time I went down to Monterey and spent time reading on administrative issues and principles was one. I spent other times in the library and a lot of time thinking about it. Then we put the organization. . . . Actually Lorena and I put it together that first year.

DOUGLASS: You're looking at the UC Davis administrative plan.

MEYER: So you see where these people cross areas and issues of responsibility. They all answer in this line to the chancellor and the executive vice chancellor. Now the other thing that we had to keep in mind administratively is that we had dotted-line relationships with the senate. Dotted-line relationships with the alumni association, the Cal Aggie Foundation, because they were not under the authority of the chancellor. And even though we could have assumed authority for the UCD staff assembly we

MEYER: respected them as a unit, in their own right. Of course that, the idea for the staff assembly, came out of the Project Involvement, but we implemented staff input and involvement. I think the staff is pretty well part of the operation. People aren't having to think about it. They may have to rethink the approach sometime in the future, but it's still seems to be operational.

I should mention another group. I've talked about the academic staff and I've talked about the style of the administration, the noon luncheons, administrative committees, and so forth.

DOUGLASS: Is the academic staff, you mean . . .

MEYER: The academic staff is the part of the academic appointments such as lecturers, extension personnel and others' who are not members of the academic senate.

DOUGLASS: I'm not sure that you really did talk about that.

MEYER: Well the academic senate is composed of people who have professorial appointments--assistant professor, associate professor and professor. And there are people such as senior lecturers

MEYER: who are also members of the senate. The senate decides who's a member of it. But then you have as many staff, like librarians, who are academic but are not members of the senate. We have this group that they and we organized and separately recognized. They're still operational and a very important element.

I should talk about the alumni and the foundation. One thing that I did do was start to attend all the alumni board of directors' meetings that I could--and did all the while I was chancellor--because that's the leadership of the alumni. It was important that I did that because as time went on we had to raise money from the private sector; alumni was an enormous help to us. The other thing that happened was when John Vohs came in there and got us working on these press breakfasts; he also suggested we send a paper to the alumni. We hadn't had a publication to the alumni. You see the campus was still fairly small. We hadn't very many alumni when I became chancellor. We hadn't graduated very many students until after I got to be chancellor. We needed to inform the alumni and started the Spectator, which was a

MEYER: paper sent to all the alumni and faculty as well. We hired an editor who was independent of our own Public Information Office and was an independent operator who put out the Spectator. I did attend all the alumni meetings and it was a good idea; they only met about once every couple of months and meet on Saturday mornings making it easy to do. The interesting thing is the Cal Aggie Foundation, which is the fundraising arm, was organized in the early 1960s and the chancellor wasn't even a member of their board of directors, or even a member of the foundation. Occasionally they would invite him to come to their meetings.

DOUGLASS: How long had it been around?

MEYER: Oh, since about 1962 maybe, '63, '64, in there. And so I didn't really attend too many of their meetings and here was this group trying to raise money and having an influence. It took a long while for the foundation to evolve so it was more closely associated with the university and the chancellor. I didn't become a member of the board of directors until the late 1970s.

[End Tape 6, Side A]

[Begin Tape 6, Side B]

MEYER: SS: To continue on the foundation, since there was not much interaction and it was controlled by a group of very fine people, it wasn't broadly acknowledged, known on campus or among the alumni. So it took a while for us to decide that we needed to get more closely involved in

DOUGLASS: the foundation fundraising. During the first number of years the last thing on our mind was trying to raise private money. We were trying to survive. We had enough to do in organizing the campus and with campus unrest. We really didn't pay much attention to the foundation.

Then also most of the alumni were young and didn't have much money because we hadn't really grown rapidly until the late sixties. We didn't start to graduate large numbers till about 1969, 1970. But then towards the late part of the seventies we then started to meet with the foundation and jointly evolved a whole new organization. I think we need to take that up later.

DOUGLASS: OK.

MEYER: But I wanted to mention first the alumni were very important and the lack of contact with the foundation was an issue.

- DOUGLASS: So that was another thing in that early period that you got involved in?
- MEYER: Yes. I put the foundation on the burner to take up later. It wasn't that I deliberately did it. There just wasn't time. We had too many other things to think about. I didn't think about it.
- DOUGLASS: Regarding academic planning, what happened as far as looking at UC Davis' academic plan and the needs of the campus?
- MEYER: What I'd want to say on academic planning is that the basic first decision was to chair the Academic Planning Council myself and be responsible for the academic plan.
- DOUGLASS: That hadn't happened before?
- MEYER: It hadn't happened before. The academic affairs vice chancellor had chaired it and the chancellor wasn't intimately involved. I decided for a couple of reasons to get involved in academic planning; I thought I would have more to do with the academic program and for implementation of the plan. I decided the budget really wasn't all that powerful in implementing an academic plan. You'd think that with budgets and all that money, that where one put it is going to implement the plan. This

MEYER: approach isn't used in most universities and most people still haven't realized the impact. Lots of presidents and faculty like to fiddle around with money and budget which isn't a big deal. What we reasoned out in academic planning is it wouldn't make sense to develop a plan unless you could implement it. There were two important ways to implement it. One was to decide where the new faculty positions were to be assigned. I had worked out as dean the return of all retired positions to the dean and then when I became chancellor I decided all positions made vacant by retirement would come to the chancellor and be reallocated fresh. Just because a person was in a certain area when they retired doesn't mean that that was one to continue forever. I kept then the responsibility for assigning faculty positions and then required the deans to justify them according to the academic plans and the campus plans. It was a very effective device. It meant that we met with each dean to discuss his college or school from an academic perspective and where the position went. The second most critical area is student

MEYER: admissions. Where students are admitted, the program you admit them to, insures it will grow or not grow. Previously students just applied and they were admitted rather helter skelter. But all at once we had many more student applicants than we could handle.

DOUGLASS: I believe that was about '69, right, that suddenly you had more applicants than you could handle?

MEYER: And actually by 1977 we were the most popular campus in the system for about five or six years--more applicants than any other campus of UC. I should get into that incidentally. But at any rate by deciding, yes, you really want to build this department, you leaned over backwards to admit more students there rather than somewhere else. Because of the student load build-up then that gives you a reason to add more faculty or develop new programs in that department, or if the department's too large and they were overloaded they won't admit as many students. So I retained responsibility for admission of students and set up an Admissions Committee which I chaired and decided where the students were to be admitted. It worked well

MEYER: for quite a number of years. One of the reasons that I wanted to chair the planning admission committees was that through those two committees one could help implement the plan but at the same time you had a reason for doing so.

Now let me digress slightly on student numbers. It wasn't long before it became apparent to all of us that we were a very popular campus. We got good press and a very good reputation because we were a safe campus. This resulted in a couple of things. One was that students started to apply here in large numbers from Los Angeles, Marin County and the Bay Area and everywhere else. They thought it was safe because they didn't hear about all the student unrest problems we had here because any time we had a problem, Berkeley would always do something worse.

DOUGLASS: [Laughter]

MEYER: And so we never really got in the press although we had some real problems. You may want to know what they were but . . . At any rate we did have that reputation and it was very helpful.

DOUGLASS: We also became particularly popular with women students. I suspect that there are a couple of

MEYER: reasons. One is we had a very strong biology program and it was amazing how many women went into biology here at Davis and gave us a large of group of people who then made up our vet school and our medical school classes. I think we increased women in the medical school, the veterinary school and even engineering faster than any other set of professional schools for colleges in the system. It was amazing. That was another impact of being popular, the fact that we became attractive to students. It helped our admissions and it was very important because it helped get a lot of women students in the professions, an area heretofore they had not considered. In fact, I had three daughters, and it was important to me as a father that this occurred and that I was able to help them make decisions on what they wanted to do. It turns out all three daughters are now professionals. So are my daughters-in-law. And I don't know whether this is helpful, but they're sure working hard trying to raise a family and have a career.

DOUGLASS: What did you mean by the real problems? You said that there were real problems going on

DOUGLASS: here, but you did not get much press because of events elsewhere.

MEYER: Yes. There were a number of things. The ROTC we discussed. They fire-bombed ROTC which no one ever heard about particularly because there was something else going on somewhere else in the news. And we never did find out who fire-bombed.

DOUGLASS: Do you remember when that was?

MEYER: That would be the first year [1969-1970].

DOUGLASS: So it was during all the activity here.

MEYER: Yes. The story there is that Bart Fisher, who became student body president and who was a son of a good friend of mine from Blythe--and I met Bart when he was three years old when I first would go down and do research on his father's ranch--was here and saw this person throw the bomb, he thought. He ran after this fellow running down the street and tackled him. And, lo and behold, he'd tackled a policeman. [Laughter] And the bad guy got away. [Laughter] The policeman was chasing somebody too, but Bart tackled the policeman. [Laughter] That was really embarrassing.

DOUGLASS: [Laughter]

MEYER: They also burned a barn. We had a barn, the old horse barn we had moved out a ways to make a crafts center. One of the things that student affairs had in mind was that--not all students were interested in athletics or other programs but some were interested in crafts--they were going to set up a crafts center and we were going to remodel that barn for that purpose. We had it waiting, we had the money and everything else, and then somebody burned it. Fires were also set at the hay barn at Straloch. They burned the walnut hulling shed at Straloch, which was one of the farms that the university has out here about two miles, and which never really got much play in the press. Those sorts of things went on. Later on they set fire to a building here in the center of the campus. We caught it on the porch real early, the old university house, an old house that's been here quite a while. There were fires set on one side of North and South Halls. Fortunately that didn't get away from us either.

DOUGLASS: What was your reaction to those things happening?

MEYER: Oh, very disturbed. [Laughter] We just had to

MEYER: do everything we could. We think a lot of that could have been firebugs, who knows. We never did catch anybody. We had a lot of sit-ins in our building at different places. The only place we really hit the national press was that first year I was chancellor when I talked to the students and told them I was with them; that got all over the country. But most of those things went on without much press, but on the other hand we never did arrest students. We had a policy of never arresting students as other campuses did. We'd wait them out and talk them out, visit with them to better understand their issues. But we always had a policy of not arresting students because that's a confrontation.

DOUGLASS: Did you consciously make a decision about that?

MEYER: No, not at first, but did later. I was walking down the street the end of the first year and the student body president David Hubin caught up with me. We were walking together and he was graduating or leaving the student presidency and said, "You know there's one thing I've learned from you and that's when you don't confront a confrontation, you don't have a confrontation."

MEYER: And that is actually what we had been doing in deciding not to arrest students. If they wanted to sit-in in Mrak Hall, we let them sit-in. We didn't stand there with the police lined up holding them off. We just didn't. In part, we would respect students, our students, and I think they respected us therefore. We did give them a hearing. For example, I don't know what it was all about, but one time a large group came to see me on fifth floor Mrak. My gosh, there must have been a hundred and fifty of them, and as I said, I don't remember what the issue was. I was someplace else and I came back to talk to them in the lobby outside the elevators. And whatever the issue was they still weren't all that happy after I finished talking with them. Fortunately, one of the faculty members, John Vohs, was standing by the hallway and he was there to help. He finally said to the students, "You know, we've heard all we can. Let's get out of here." He pushed the button to the elevator and it just automatically opened; it never would have happened in a hundred years

DOUGLASS: [Laughter]

MEYER: . . . it just opened and he and a whole bunch got on; that was the leadership that he took out of the building. So, it was not confronting or distrusting students that was important. We realized later what we were doing. I don't think we made, at least I didn't, a deliberate decision to do that directly and consciously except I liked and understood the students' concerns.

DOUGLASS: Did you think about what you would do if something did get out of hand? You have talked about preventing problems and it sounds like you were fairly confident that things were going well, communication lines were open, but was there a fear that something might get out of hand?

MEYER: Yes, we had agreements with the city police, the sheriff's office and others as back-up, and the city police chiefs and the sheriff had gotten together and worked up a system of how they'd work together with our police chief. When the problem was on campus, our police chief would be in charge. The state police were very good. I don't think we ever had--and I'd have to go back and ask people who would know--I don't think we

MEYER: had that agreement with the state police. One time the students did spill out into and onto Highway 80 at the entrance to Davis, stopped the traffic. I was on campus, and we were worrying about the problem, and I forget why they were doing it. The state police very carefully and professionally gradually moved them off the highway. Then the students marched into the town and stopped in front of the depot and thought to themselves, "Gee, this is what we'll do. We'll sit down on the tracks and stop the trains from taking munitions to Vietnam." And so there were several hundred students sitting on the railroad tracks. They sat there for the rest of that week. The approach was to contact the Southern Pacific Railroad. We contacted the police and everybody, and all decided not to physically remove them from the track. In this case the city police were in charge. Southern Pacific worked out a way and it turned out that the president at that time--whose name escapes me--grew up in Winters near here and cooperated very nicely. They figured out ways for the trains to go around to get to wherever they were going. The first train that came charging up-

MEYER: -as I understand it; I wasn't there--the students were cheering and stopping this train that was loaded with sugar beets. [Laughter]

DOUGLASS: One other time apparently things could have gotten out of hand because somebody came by with dogs. Some of the trains had these guard dogs.

MEYER: Then our police fortunately got the dogs taken away. Student affairs people stayed with the

DOUGLASS: students, and they would spell one another,

MEYER: stayed with them day or night. Quite a few things happened. But among other things,

finally the police and our people decided about Friday that it was time to arrest the students

sitting on the tracks, so they brought up the campus buses and started to arrest the students

and load them onto the bus to take them to the

county jail to be processed. The big fear of

the students was the sheriffs' deputies because here they were armed with shotguns, you know.

They insisted that the campus police go with them. [Laughter]

DOUGLASS: Oh.

MEYER: The campus police got on the buses and went with the students and helped them through the process; they were charged and then released on

MEYER: their own recognizance. So it did show that our police got to know and work with the students. It was a marvelous experience.

DOUGLASS: How concerned were community citizens over what might happen at Davis? Did they try to communicate with you at all or did you try to communicate with them?

MEYER: Well, I certainly didn't press it. [Laughter]

DOUGLASS: Right, yes, you mentioned that.

MEYER: The mayor and a number of others were consulted. Incidentally, during that period of time we were in heavy unrest times. The president would have a conference call with all nine chancellors. Many times things went on on every campus at the same time. And we'd be on the phone for half an hour to an hour talking with the president telling him what we were doing and consulting with one another to see what worked and didn't work. No, we really didn't try to communicate except with the public generally. Locally the local press had already been at our news breakfasts and backgrounded so they knew who to talk to. And there was always something going on in Berkeley at that time whatever it was. The invasion of Cambodia or something caused the

MEYER: railroad sit-in and that got an awful lot of press too, but never really got into the national newspapers in any great detail. You know, it's kind of unusual to sit on a railroad track in front of a train; that was something unique, but our people did it. It worked out well.

There was another student unrest issue with the bombing of Haiphong Harbor, an issue which could excite the students like you wouldn't believe. I got a phone call one night from Vice Chancellor Dutton who said the students were gathering on the quad. And I said, "Well, what are they doing?" He said, "They have a bonfire going. What should we do?" I then said, "Well, don't put the bonfire out. Let them have the bonfire. It doesn't hurt anything. We can always replant the grass." So I attempted to go to bed, and didn't sleep very well. We were trying to decide the next morning what to do. There were four or five students there and David Ernst, a former student assistant who was in law school, came in and said, "You know, I can get leadership of this particular issue and group of students, and lead them." So, we said, "God,

MEYER: yes, do it." So he did. It was interesting in that they decided to show movies. We got a call that the students wanted to show these horrible movies from Vietnam on the side of the Bank of America. Ed Spafford got a hold of whoever the manager was and said, "Let's not do anything; let's let them show them there." So they showed movies on the side of the Bank of America and then the police in town and the Bank of America did not stop them.

I never will forget one night I was ready to go to bed--during this same time--and my wife, Margaret, came in when I was in bed and said, "You know, there's a lot of people out front." So I looked out there and there was. There were thousands of students with candles. Fortunately, all the lights were out because we were both going to bed; it was about 10:30 or 11:00 [P.M.], and here are all these students out there with candles. The front the yard was full and they spilled into the park which is just across the street. My wife said, "Well, what do we do?" I said, "For goodness sakes, don't turn on the lights. Don't do anything." So we kept quiet. Somebody rang the door. And

- MEYER: she said, "Should I answer it." "No. Just sit here and see what happens." Pretty quick a student led the crowd off and they went on downtown. [Laughter] You know, we were lucky, but on the other hand I think a lot of this preliminary work of getting to know students, getting the police involved with students, really paid off. chancellor after the student
- DOUGLASS: Yes. It sounds like just the anticipation of activities and, for example, contacting the Bank of America and these types of things to help smooth the differences out . . .
- MEYER: Right.
- DOUGLASS: . . . would have made a big difference.
- MEYER: Yes. We had enough staff like Ed Spafford who was a member of the chamber of commerce who knew all the business people. And we always made sure someone from the chancellor's office was on the chamber of commerce and Rotary Club, and so on, so that we had contacts in town.
- DOUGLASS: OK.
- MEYER: Most of the people in town were related to the university directly or indirectly anyhow. So it was an easier time here in Davis.
- [End Tape 6, Side B]

MEYER: consequence of the lack of advancement of the faculty in statistics versus the advancement of the faculty in math, and the fact that the statisticians had a heavier teaching load than

[Session 4, February 21, 1992] was obvious that the faculty

[Begin Tape 7, Side A] as there. This was suggested by the

DOUGLASS: I would like to begin discussing the next phase of when you were chancellor after the student unrest time, the period of the seventies. I know a number of things evolved over time, one of which was in academic planning. We talked some about academic planning during the late sixties and some in the seventies. What were the goals for UC Davis through the seventies?

MEYER: The academic programs are--in determining requirements and things of this kind--a faculty matter from delegations to the academic senate. But the administration including the deans and department chairs have a responsibility to suggest programs, and because they finance those programs, help develop them and implement them. I think the first interesting activity I got into was when the Senate Committee on Educational Policy pointed out that statistics did not have a good home in math. As a

MEYER: consequence of the lack of advancement of the faculty in statistics versus the advancement of the faculty in math, and the fact that the statisticians had a heavier teaching load than everybody else, it was obvious that the faculty had an issue there. This was suggested by the faculty of the campus, particularly agriculture, who saw the need for more statistics than we were getting from the mathematics department. So one of the first things we did was to appoint a faculty member as an assistant to the vice chancellor of academic affairs who studied the problem of statistics, examined programs of other universities and made a recommendation that we start a department. And since statistics was interesting to both letters and science and agriculture, and to some extent engineering--at the undergraduate level--we decided to make it a division, a division being an organization that crosses lines but delegated to the authority of the letters and science dean for the administration of statistics for the campus as a whole. That we have done, and the statistics department has grown and developed and become a very viable unit on campus because

MEYER: they not only provide teaching and the research but they provide service through advice to other faculty.

A second major area which evolved was the biological sciences. Remember in the sixties we started to work on biology, but through the appointment of a series of divisional deans of biology we eventually evolved a Division of Biology. The problem was that we probably had the most biologists of almost any university campus in the country but they were scattered in medicine, veterinary medicine, some in engineering believe it or not, agricultural and environmental sciences, and letters and science. All were interested in the various biological sciences programs. In addition, we were fortunate to have a graduate group system which evolved from the Berkeley relationship in the thirties so that faculty belonged to graduate groups, answered to the graduate dean and administered the graduate biological sciences program. It was not done college by college. For example, the field of physiology had a graduate group at the graduate level even though we had an undergraduate department in

- MEYER: physiology, all physiologists no matter where they were belonged to the graduate group. We wanted to work on the undergraduate program as well.
- DOUGLASS: The decision was made that in this particular academic field we wanted to be strong in all areas, all areas of biology. In this we have done so. It's now moving at this present time into a more major element on the campus. They've reorganized themselves into different kinds of biology rather than typical zoology, biochemistry, botany, etc. They're going into areas as neural biology, cellular biology, population biology, and it is now being put in place. In addition, the biological sciences became among the top five graduate programs in the United States. For example, in the top five plant science programs in biology in the United States, three are at Davis.
- DOUGLASS: Oh, really. a third important area that evolved
- MEYER: Because of the graduate group system faculty, wherever they may be, are a member of, for example, the plant physiology graduate group whether they're from botany or agronomy or plant physiology. That program was the top one in the country. That's just an example. So the

MEYER: biological sciences evolved to the extent that it was also the best program in the University of California; it ranked above Berkeley as well.

DOUGLASS: That structure you just described unifying from different areas . . . well.

MEYER: . . . Through the graduate groups.

DOUGLASS: Right. How does that compare to other schools?

MEYER: Other schools will have formed a physiology major at the graduate level, for example, under the administration of the physiology department. Here it's a graduate group, administered through the graduate dean, not to the departments through the undergraduate deans.

DOUGLASS: So, it's unusual?

MEYER: It's unusual. It's very seldom used and it's been extremely effective. It's one of the things we've inherited from the Berkeley campus that's done very well by us.

I think a third important area that evolved is the computer sciences. We had been trying to straighten out our program because we had computer scientists in mathematics again and a good computer science program in engineering. But there was not a coherent undergraduate and graduate program in computer sciences on the

MEYER: campus. It was a struggle to try to get those people involved to work together. First we tried to get the two colleges to try to work together. The two deans were willing, but the chairs didn't do very well.

DOUGLASS: Why was that?

MEYER: Oh, I don't know. People are people and once you get into a department you look at this as a tight little island and so one ended up with a series of confederations rather than an organization.

But at any rate, about 1981, '82, when we had the accreditation review of the campus, one of the problems that they pointed out to us was that we had to get computer science straightened out. That was just what we needed. As chairman of the Undergraduate and Graduate Academic Planning Committee I immediately seized upon this because that group was working on the problem. We got two deans together and developed a program, presented it to the academic senate. They bought it because they knew the Accreditation Committee said it was a real problem, and we implemented it within six months. It's the fastest program development we

MEYER: ever had. What we did was transfer computer science from letters and science to engineering, and engineering then had the responsibility for having the computer science program for the campus. This works in many institutions. I think the unique thing here was an example of the Accreditation Committee calling your attention to a problem, which we knew we had, but the fact they did gave it an additional emphasis which gave the administration the strength to just implement it.

DOUGLASS: So the other area that we've not been too successful on, and neither has any other university, and that's on general education on a research campus. In the early eighties the administration brought it up. I brought it up to the Academic Planning Council, and the faculty and others just weren't really interested in tackling that; we discussed it. Then the next year the administration brought it up again. Meanwhile Harvard [University] had moved on general education and received a great deal of publicity which was very helpful. We took it to the Academic Planning Council again and they said, "Yes. Let's tackle it." We had

- MEYER: to develop a general education program for the three colleges: letters and science, agricultural and environmental sciences, and engineering.
- DOUGLASS: What does that mean exactly when you say general education?
- MEYER: General education, in a sense, is offering courses so the students are well-educated as citizens in the social sciences, the humanities, the arts, the sciences, and it provides in a sense what the educated person should be.
- DOUGLASS: So this is having an organized plan for students regardless of what their major is?
- MEYER: That's right. And it's more of a problem in research universities than it is in liberal arts colleges where really there the total program is almost general education in our terms. But with professional programs and others it creates a problem because the scientists tend not to want to have their students take the social sciences and arts, and the arts and humanities don't want their students to take the science courses. I don't think universities have solved that problem yet. But nonetheless we tackled that. We took it to a fall conference that we'd been

MEYER: having every fall, and discussed general education and didn't get too far, didn't feel like we were ready to push it. Then the vice chancellor of academic affairs, Leon Mayhew, decided to take sabbatical leave and visit universities and work on general education.

DOUGLASS: This is the late seventies?

MEYER: Yes. Then he chaired a committee of faculty which we carefully put together, which included faculty from various walks of life on campus, and developed a program. It then went to the academic senate and they approved it with modification. Unfortunately the modifications weren't good from my opinion, but nonetheless it was a faculty decision, and the program has been implemented. It's done quite well in terms of students' ability to communicate, to express themselves, especially in writing. It's done a marvelous job there. The other thing it did that was good was it offered all colleges and departments the opportunity to offer general education courses. So you will find a department like animal science that I'm in teaches a course in animal biology that students in letters and science would take. These

MEYER: courses wherever they may be, whether engineering, agriculture, or letters and science where most students are, all colleges and schools could participate which was a unique feature. And I don't know of any other institution that has done that. It was done this way so that we could get interest of all faculty in making sure their students had the right courses. If they were involved in teaching in general education, then they might be a better advisor, for example. It's a difficult thing to do because faculty would rather teach in their discipline. They don't like to teach all of these great unwashed students from other majors. The science faculty member has a hard time teaching science to an english major. [Laughter] And literature's faculty sometimes has a time with engineers. So general education just limps around falling, and most institutions across the United States are now reexamining their general education program as is this campus. This then is an example of a very important educational effort but we still haven't solved it, and it's one of these that I think the administration and faculty, in

MEYER: research universities, have to continually keep their hand on it and keep pushing because everybody will backslide. That's underway there.

MEYER: Yes. I think that covers at least four major efforts to give a sampling of the kinds of efforts that our academic planning did.

DOUGLASS: Good. Why don't we move on then to professional schools and graduate programs? How did the professional schools and graduate programs develop in the 1970s? I do not know if you might want to backtrack into the sixties or not?

MEYER: Yes. We need to backtrack to the sixties.

DOUGLASS: OK.

MEYER: I think one of the great abilities and contributions that Emil Mrak made as chancellor was getting these professional schools started. He worked with the legislature in the early sixties, started talking about a medical school at that time. And in so doing, by working with legislators and with systemwide, all said, "Yes, we will establish one." So they established it about 1966. The same is true of the law school. When I came on as chancellor we did have a dean of the medical school and the law school and

- MEYER: after I was chancellor the first class of medical students graduated.
- DOUGLASS: But you were there for the early phase of their evolving?
- MEYER: Yes. But they both developed quite well and quite differently. The law school--I might take it for a moment--the founding dean came from Berkeley and had been for a year in the president's office. [Edward L.] Ed Barrett, who was a distinguished scholar as well, started our law school and hired a good group of faculty. And since it's small it hasn't been the center of controversy particularly. The only controversial item is that trying to appoint a dean of the law school is about as bad as pulling teeth.
- DOUGLASS: Why do you say that?
- MEYER: Well, after Dr. Barrett finished his tour as dean the faculty felt that they knew law and they should have a faculty committee to search out candidates and suggest them to the chancellor. Well, they did that a couple of times and it didn't work out too well. The deans turned over about every three years and just didn't give the school a chance to develop.

MEYER: SS: So there came a time when a controversy erupted among the faculty in the law school, and I decided to chair the search committee for the law dean with a lot of members of the law faculty on the committee, but also faculty from letters and science and other allied fields. The faculty was quite upset with this. I never will forget going to the meeting of their faculty. They were chastising me for administrative interference in a academic matter, and I kept trying to give the reasons of why the administration had to get involved, and that didn't go over very well. I finally said, "Look, if the dean doesn't work out you know darn right well I'm going to have to fire him, and if I'm going to have to fire the dean I'm going to hire the dean." And all at once they decided that made sense. It worked very well having the administration and the faculty work together.

DOUGLASS: Did you do that for every school if one of the dean's positions became vacant?

MEYER: From there on, because I had problems with the vice chancellor of student affairs at first . . .

- DOUGLASS: Right. You mentioned that.
- MEYER: And also we had some trouble with the first director of the hospital that we hired . . .
- DOUGLASS: OK.
- MEYER: . . . and we can come to that. So after those three problems I chaired every search committee. The faculty seemed to buy in because we did consult very religiously and very carefully. [We] involved the faculty in the process, involved students and staff in the process as well, because the search committee not only had faculty on it we had staff and student representatives.
- DOUGLASS: Why don't we talk about the School of Medicine because you just brought that up. What were the challenges involved in the evolution of the medical school? That ties into the UCD Medical Center too, obviously.
- MEYER: The medical school is a very difficult organization to develop. In the first place, it's very expensive. In the second place, the relationship of the teaching and research to the patient care program is an issue. And in the third place, it tends to freeze people out of being involved. They're pretty closely an

MEYER: island unto themselves in lots of institutions. It's very difficult. For example, one of the hardest groups to meet with besides the lawyers as a chancellor were the surgeons. One surgeon alone is fine, maybe two were great, but you get a bunch of them together you've got a problem. A surgeon in order to do what he does, or she does, has to be very confident when they operate that they are doing the right thing. As my executive vice chancellor said it, "When they cut, they got to be sure they're confident they're cutting in the right place." The surgeons, for example, feel very confident of themselves but they're also confident in themselves about everything else including their salaries. They're very highly-paid people and you have to pay them well to compete with the private sector. In order to get those outstanding people, especially in health care, you have to pay a lot. So it took us a long while to evolve, and fortunately Dean [Charles John] Tupper was an excellent builder of the medical school during the early sixties and early seventies. Then there became a series of problems. The first one came with the hospital

MEYER: because we had developed a contract with the county of Sacramento to manage or employ the clinical staff for the county hospital. It would also be the site for the training of the medical students, in terms of residents, primarily. This was a problem because the county health director did not answer to the university; he answered to the county board of supervisors and the coordination was extremely difficult. If the medical dean couldn't get along with the hospital director who didn't answer to anybody over here, it was awfully hard to get the programs together. So about 1971 we sat down with the county and came to agreement that under contract we would manage the hospital, take it over and manage it. That created a major problem because first thing we knew the county then tended to renege on paying for the county patients that come under Medicare and Medi-Cal.

DOUGLASS: So they were doing this more, you're saying, once you took over the Medical Center?

MEYER: Once we took over then they set up a whole elaborate bureaucracy to go over every bill we sent them. We had a very high-working capital

MEYER: problem and interest on that working capital was a real, real problem because we had all these bills outstanding and had to borrow money in order to operate. That built up. We were losing several million dollars a year, and it's a little hard to go the regents meetings and the president's office and be losing all this money. That went on for a period of time and it became apparent that something had to be done. We worked on this and decided unless we could get a better handle on that problem we had to close the medical school. So we told these boards of supervisors and worked with the regents on this problem. The regents weren't so sure about all of this. But a group of regents met with the supervisors of the county and had a head-knocking session. And the regents came out of it on our side that something had to give. So we bought the [Sacramento] County Medical Center and changed the contract so that things started to run better. Once we owned the hospital, could control it, and bill the county and the county then took over responsibility for a lot of patients they should have anyway, at least we started to come into the black. It did very

MEYER: well.

I don't know just how to go at this--in the middle of all of this the [Allan] Bakke case became an issue. He was turned down, I think, about 1973.

DOUGLASS: Yes, he applied in '73 and '74 and was turned down both those years.

MEYER: Yes. He then sued on discrimination because the dean had decided in order to improve the health care for minority populations that we would take sixteen students each year among the various minority groups--that sixteen out of a class of fifty or one hundred would be minority students. That made a lot of sense to us because our rationale was that we weren't getting doctors into the inner cities, into the right places or out into the community where a lot of minority people were. And so it made sense to us to do that. Well, Bakke sued that we were discriminating against whites. This went through the courts for a long period of time and eventually got to the U.S. Supreme Court. It was fortunate that it did because it cleared a lot of problems because the Supreme Court ruled that we were illegal in what we were doing. And

- MEYER: we had to admit Bakke, which we did, and made the ruling that we could use race as one factor in the admission of students. In so doing we were able then to take into account these good students who may not be quite the same high level in grade points as other white students but give them credit in other characteristics.
- DOUGLASS: For example, if they happen to come from back country and plan to go back and practice in the back country, we could take that into account that this student would be important as far as the state of California was concerned. The same way for black students who have planned to practice in the black community. And so we really did not have to decrease in students, and minority students actually stayed about the same level but at least it became legal. That was another controversy that dragged on for a number of years.
- DOUGLASS: Obviously this went to the general UC level and wasn't just something you were dealing with at the campus. How did you work with President [David S.] Saxon and the regents as far as dealing with the whole situation?
- MEYER: Well, it really was a universitywide problem

- MEYER: because it influenced every medical school in the system. So David Saxon and I agreed that it ought to be handled by the president's office. We were closely involved since it occurred on this campus.
- DOUGLASS: When did you decide that or at what point?
- MEYER: Well, probably 1974 or 1975.
- DOUGLASS: So almost immediately.
- MEYER: Oh, yes, it was obvious that there are some issues that influenced the total university and not just the campus. They'd sensed that the president then could work directly with general counsel who was down in the same building and work on the problem. We merely supplied information.
- DOUGLASS: Were other medical schools in the UC using the same kinds of admissions procedures? Was there a standard for the UC?
- MEYER: There wasn't a standard but fundamentally the same idea.
- DOUGLASS: OK.
- MEYER: I guess we should backtrack completely to the Medical Center because that's where a lot of the work went on.
- DOUGLASS: Sure.

- MEYER: I mentioned that we were losing money and then we finally hired the right director and a person was hired from UCLA as associate director who had come out of the financial section of the UCLA hospital. Our whole program started to turn around and has been financially viable ever since. We did have to do a lot of threatening to the county but financially we were a success. You might say at the same time Irvine [University of California, Irvine] went through the same problem and they're still losing money.
- DOUGLASS: How did your problems compare with Irvine, for example, or a school just starting a medical school?
- MEYER: We did a lot better than Irvine because we had the rule in the beginning that all our faculty's patients in practice had to be at the Medical Center. Irvine did not. So they had faculty with patients in a lot of the local private hospitals and not the med centers and that's a real problem. I think they broke even this year for the first time in five years. San Diego [University of California, San Diego] worked totally well. They had some problems but they also were able to be hardnosed as we were with

MEYER: the county and they came out of it fairly well.

[Begin Tape] They had a similar problem. Not as serious as

MEYER: we did and our problem was not as serious as Irvine's so it was fairly common.

DOUGLASS: The Medical Center had other problems later on. I'm thinking of the controversy over cardiovascular surgery. That began in 1980 and became public knowledge in 1981. What happened in that case?

MEYER: That controversy came after Dean Tupper decided to move out as dean and we were in the process of looking for a new dean. He [Tupper] had told me that the problem was brewing and we talked about it. It came to a head when we had acting deans and during that time one of the acting deans had a heart attack and died. It took us two years to get a new dean so it was a difficult period of time as that evolved. But fundamentally it came about because the cardiologists who are in medicine are separate from the cardiovascular surgeons. The cardiologists were saying the cardiac surgeons weren't doing a good job, and the cardiac surgeons said then the cardiologists don't know what . . .

[End Tape 7, Side A]

[Begin Tape 7, Side B]

MEYER: And one of the cardiologists that was named went to the press. Also in this case there was a reporter on [The Sacramento] Bee--maybe the name was Diane Divoky, I'm not sure how to pronounce her last name--decided to make this a major effort of hers, and so she was looking for all kinds of scandal. This is from my perspective, maybe not anybody else's. All at once she became a channel of communication directly from dissatisfied people in the Medical Center to her and the Bee. As a result a whole series of charges came out and eventually kidney transplant became a problem.

We had problems but they weren't as serious as the newspapers made them out. For example, the doctors had trouble keeping their patient records. It's a lot of trouble. Every patient has a record and every time you do something with the patient you've got to write it down. The records weren't kept well in some cases. And it wasn't that the patients were getting bad medicine, which was the charge, as the fact that we didn't have the records to prove that we did

MEYER: supply good medicine, whatever the procedure was. And so that became a controversy and at the same time the JCAH, the Joint Committee on Accreditation of Hospitals situated in Chicago, reviewed us and decided that we had a problem and we lost our accreditation. That created a problem but also an opportunity. The problem came about because some of the regents felt that somebody had to be at fault. Meanwhile we had hired a new dean of medicine and a new director of the hospital. It was my opinion the dean hadn't been here long enough to take the blame and the same way for the hospital director; that it really was no one person's fault, it was a fault of the system, the fact that we had grown too fast and had been sloppy in our paperwork, and a few other things, and also the organization was a problem. I refused to roll any heads as one of the regents said, "Don't you think some heads should roll?" You know, it's hard to be faced with that. We worked our way through this and held firm. And the next year, maybe two, we had the highest accreditation that one could get from JCAH. We really turned to. One of the things we were able to do was for the

MEYER: first time the administration just moved in and the doctors stood still because we could tell them, and they agreed, "You know you people weren't able to handle this." Most hospitals form a staff of the hospital, an organization like the academic senate for the faculty. They elect a chief of staff and the chief of staff is responsible for the medical care. The hospital director is responsible for the operation of the hospital. So the administration, like on a campus, is separate from the faculty. We decided that couldn't do. In the first place we insisted on a medical director being appointed, who we would hire. This director would work like a dean at the hospital and be responsible to the director of the hospital and the dean of the medical school. Under that director we developed a series of the control processes and procedures. For example, there is a group generally headed by a nurse who is responsible for the medical records and have full authority to challenge anyone who does not keep the records. The records have been computerized and the record system is exemplary. The formally elected chief-of-staff is still elected but he

MEYER: presides over the meetings. Health care became the responsibility of the administration and the medical director. It improved enormously the quality of care and the financial stability. Now that changes have occurred, we've been able to fund new buildings. One lucky thing was that we had a problem with earthquake following the quake in San Francisco whatever year it was. DOUGLASS: The administration examined all the hospitals and our hospital was found wanting so we were able to get funds to shore up the hospital and build another wing on. [Laughter] That was a lucky thing.

DOUGLASS: You mentioned some difficulty in dealing with the regents over this. How did you handle their concerns over the whole issue?

MEYER: With great difficulty. The regents had a hospital subcommittee which met the day before every regents meeting as a whole as it always had. They just had us report monthly as to what was going on and then meanwhile they'd read these nasty things in the papers and so forth and had hard questions for us to answer. It seemed that for two years that's all I ever did was answer to this subcommittee. They were on

MEYER: policy but it became an area almost of constant reporting. They never told us what to do or told us how to operate it, but they just wanted to be informed, and they thought it helped to be looking over our shoulders. Oddly, it probably did. On the other hand they didn't need to do it every month.

DOUGLASS: What role did the president play in this?

MEYER: The president worked mainly through the vice president for [medical and] health sciences who acts for him. He doesn't have a line

DOUGLASS: responsibility; it's a staff responsibility. He would work with us and would provide a lot of the information to the regents and kept the president informed. He worked with the president directly more than we did.

DOUGLASS: Did you feel he supported you through all of this?

MEYER: Well, he had questions too and we had some "come to Jesus" meetings now and then. [Laughter]

DOUGLASS: [Laughter]

MEYER: There was one time I never will forget, and it did show you how good the regents were. I don't want to put them in a bad light. We were having a campus visit, and one of the things they

MEYER: wanted to do was look at the hospital. After we'd had all these problems they met at the hospital and the press insisted they have a press conference afterwards. The press came in with many questions. Much to my surprise the regents were our defenders. It was great because even though they challenged me now and then when it came time to face the outside world they defended us. By that time they'd become satisfied with what we were doing. So it was great to have that happen.

DOUGLASS: You mentioned a little bit earlier the reporter who focused in on some problems and made them bigger than they were. What did you do to deal with those types of allegations and what effect did they have on dealing with the situation?

MEYER: I had learned a long time ago that you cannot win a battle with the press in their own publications. It's better just to ignore them and grit your teeth. One of the deans decided, "Well, I can handle her." He decided to meet with her and she just twisted everything around that he said, practically. It was worse than if he hadn't talked to her. I just had nothing to do with her. The rest didn't either. When we

MEYER: dealt with the press people, we dealt through our own press. We never dealt directly. That's the value of having your own press people.

DOUGLASS: You also mentioned that when Dean Tupper was going out he did discuss some of the problems before all this really came out. How conscious were you really that there was a problem brewing, or could you even anticipate how big it was going to be?

MEYER: No, I didn't anticipate it. Whether or not I could is another question, and I'm not sure of that answer. He thought he could handle it internally as did the next acting dean. But the faculty just did not want to work together. This one person, who is no longer here and was really a great cardiologist, went to the press and got out of hand.

DOUGLASS: OK.

MEYER: There's not much else I can say.

DOUGLASS: Is there anything in particular that you learned from that experience that you would apply across the board? I know you talked about the need for changing the structure and how everybody works together and that the medical school tends to be its own entity.

MEYER: SS: I think that I learned that principles of organization are very important to follow even though a university has been doing something the same way for years, such as the issue I mentioned of selection of deans and having faculty advisory committees. If the administration is responsible for that dean's actions, they really should be in charge of the selection process. Same way at the hospital. If you're responsible for that hospital, you better be responsible for everything including the quality of medicine. That's the main thing I learned, and the most important thing is to have somebody on campus that understands that and is keeping a handle on it. We were very fortunate that Dean [Hibbard E.] Williams, who is now retiring as dean, stayed on through my and Chancellor [Theodore L.] Hullar's tour of duty. We have the same hospital director so Ted hasn't had to be as closely involved over there. On the other hand, I hope he is familiar enough or somebody on his staff is familiar enough about health sciences so he doesn't get caught by surprise. Sometimes you have to learn these yourself. [Laughter]

DOUGLASS: [Laughter] Right. So as in all things I guess length of stay definitely makes a big difference in the efficiency and effectiveness of having things running well.

MEYER: Oh yes. I think so. But you can stay too long. Don't get me wrong. You cannot be facing changing programs when you should change things.

DOUGLASS: Is there anything else you want to add about the medical school and the center?

MEYER: I think maybe two points. One is Dean Tupper did get caught in the admissions process.

DOUGLASS: Right. That was in the mid-seventies.

MEYER: That was something he inherited in a way because many medical schools followed a similar process. Since so many people want to get into medical school usually the Faculty Committee--the Admissions Committee--reserved a few slots for the dean. The dean would then admit certain students that had other qualities such as qualities the minority students had. He did admit a couple of students over the wishes of his Admissions Committee and that also got into the newspapers and created some problems for him so he had to change his process. He just quit admitting students and went through the faculty

MEYER: committee. It is a faculty responsibility--the standards for admissions.

DOUGLASS: What did you think of that issue?

MEYER: Well, it was just one of those things that had to change and I didn't hold any one individual responsible or at fault; it was just a student being admitted who a reporter felt shouldn't have been admitted. In one case it was a son of a legislator and in the other case it was somebody from down in the west side of the valley. Dean Tupper felt as far as the west side of the valley was concerned, somebody who comes from a small town--I think it was Hanford--really would do as much good for medicine in the rural areas as somebody else with a little higher grade point average but from urban areas. Again, he was castigated when he really didn't deserve it. It became a big issue in the newspapers. I don't think it was that much of a problem.

MEYER: Yes. The medical school was really evolving into a very good institution through all of these trials and tribulations. It now is a marvelous growing concern; some really high quality faculty are there in the medical school and it's

MEYER: an excellent hospital. If you read the newspapers, it's handling all the serious trauma patients and ambulance patients in this area and providing a real service to the community.

DOUGLASS: So it was worth all the aggravation? [Laughter]

MEYER: [Laughter] That's right. It's just like the president who died and went before St. Peter, and St. Peter said, "Well, I'm going to send you to heaven." As he got ready to go to heaven he found there was a medical school and he turned to St. Peter, and said, "This doesn't sound like heaven to me." He said, "Well, that's true. Hell has two medical schools." [Laughter]

DOUGLASS: [Laughter]

MEYER: So that's the way it works.

DOUGLASS: Well, in continuing to discuss the development of the professional schools, we wanted to touch a little bit on the School of Administration [Graduate School of Management]. How did that come about?

MEYER: Yes, that's an interesting situation. The School of Administration had been in the academic plan that Chancellor Mrak had developed. I was so busy with campus unrest the first year, I couldn't tackle the School of

MEYER: Administration. About the second or third year--and I forget which year it was--I approached President Hitch and wrote and suggested we needed to start the school here because we had a lot of students who could use this; we'd be important to the Sacramento area and to the state government, and to agriculture throughout the state. It turned out also that Riverside had just started one that wasn't very successful. Irvine had started one and it wasn't doing too well. So he had a number of studies, so if you want to slow things down just have studies. He had a number of studies, and by the time we got approval for the School of Administration things had gone on quite a long period of time, and we started the school four or five years too late. If we'd started earlier, we'd have hit the market as far as student interest in business administration was concerned. But we missed it. We started the school anyway and it's still struggling. I think it will come along, but it's like all new schools and colleges. It takes a long while to get past the crawling stage to the walking stage and then past the adolescent stage before it's

MEYER: mature. The medical school went through all those stages, and now it's mature and doing well. The School of Management has quite a ways to go.

We started the School of Administration when I asked the former dean of the College of Agricultural and Environmental Sciences, Alex McCalla, to start the school. I had to furnish all the positions out of our own pool of faculty positions and come up with the money. I got a quarter of million dollars from the president's office. That was a one-shot deal. We basically had to scratch to start. McCalla then hired a group of five faculty members in the first two years and they became the core. He knew how to set up a college and school, had an excellent administrative assistant from one of the departments. Then McCalla did not want to stay any longer than two years. Following that then we hired a new dean and moved along. It's an important area that is still necessary to fully develop.

An important area that I wanted to mention was the education program that evolved in the eighties. I had become concerned about the

MEYER: problem in the "schools" and put out a personal effort to expand my responsibility as chair of the Academic Planning Council, spending quite a lot of time in the library reading about issues of education. I finally decided that one of the biggest problems in education was on research on education; whatever that is, it wasn't research on the problems of the schools. The faculties in education turn over the training of the students to teacher training supervisors rather than faculty. So we've made a major effort to redo education--in a sense we should have talked about it under academic planning I guess--and I made a series of proposals and wrote several position papers and appointed a series of committees to study the issue. We decided it was a total campus responsibility, not just the Department of Education. Of course, by widening the circle, by studying certain issues, and then they spawn other issues that need to be looked at, you widen the circle and you get a larger group of faculty interested in the effort. We came up with the idea that we wanted to apply the Agricultural Extension and Research model to education. [This] meant then that you appoint

MEYER: people who are in a sense research specialists who would work with the teachers in the school and work with the school to do research in the schools so the teachers themselves are involved. We would involve college students who are going to be teachers in the program. It turned out to be an excellent model. Chancellor Hullar likes it very much. Education at Davis has taken a land grant philosophy of education in the public service. I mean education broadly defined.

DOUGLASS: This is underway now and we had it going a couple of years before I went out as chancellor, and at the moment they are looking for a new dean of the Division of Education. That was another division we started. We started with statistics, computer science, and biology, and now education--not starting a school of education at this time. Someday it will become a school of education.

DOUGLASS: I see.

MEYER: But the idea was to build a new concept, and we're not alone in this. There was a man John Goodlad at UCLA who wrote a book called A Place

1. John Goodlad, A Place Called School
(N.Y.: McGraw-Hill Book Co., 1984).

MEYER: Called School¹ who provided a lot of good background information for me and so we had his support. So we were able to go to the president. The president put quite a lot of money in it. We were also able to get the president to ask for funds from the state, and they put money into this organization. And so it's moving quite well. I wanted to mention that as a important academic program that I missed.

DOUGLASS: You also mentioned previously wanting to talk more about graduate programs in research. How did that evolve?

MEYER: Under the graduate programs in research I mentioned the graduate group system which gets faculty to come together in a program across department and college lines. It's a very important principle. But I wanted to mention that the campus during the last review of top graduate research institutions in the country, the Davis campus has moved very nicely into the top twenty in the country, evolving over this one period of thirty or forty years. We do

1. John Goodlad, A Place Called School (N.Y.: McGraw-Hill Book Co., 1984).

MEYER: SS: have, especially in biology and many other
MEYER: programs too, some of the best graduate programs
DOUGLASS: in the country and our faculty are recognized as
such. We have the largest group of biologists.
We have the largest group of plant scientists
anywhere in one place in the United States--in
MEYER: the world, as a matter of fact. There are a lot
of programs. And engineering is moving
extremely well. I noticed just the other day
that one of our faculty members became a member
of the National Academy of Engineering which is
a real honor. So the point I want to make is
that our graduate and research programs evolved
very nicely. The administration hasn't had to
do very much there. That's the faculty's life
blood, training people to replace themselves and
doing research. You don't really have to do
much except to make sure the right people are
hired and the programs are put together in such
a way that you get maximum value. I am pleased
with how all that has evolved. But that really
is hiring the right faculty and letting them do
their job.

DOUGLASS: And the rest comes naturally . . .

MEYER: Yes.

DOUGLASS: . . . to a certain extent.

MEYER: It works very well.

DOUGLASS: Previously you touched briefly on the subject of hiring minorities in faculty positions. In the area of affirmative action what plans did you develop for hiring personnel?

MEYER: We did develop a number of programs, developed primarily by the vice chancellor for academic affairs. We had put all personnel there, staff as well as academics. We had a series of vice chancellors who put together affirmative action officers and programs to work out these efforts. At the same time we had affirmative action officers in all the schools and colleges at that level. In part this is required by federal legislation, in part by university policy. The faculty make-up is determined from the national and international market relative to the make-up of people with Ph.D.'s. For example, in this program or that program, "What is the minority?," that is the goal as far as women and men are concerned. We would set up goals and timetables which the departments would attempt to meet. Then, of course, from time to time--I can't remember who--I think NIH [National

MEYER: Institutes of Health] and Office of Equal Opportunity from Washington would review our programs as to how we're doing in both staff and faculty, but mainly faculty. The staff goals and timetables were set by the make-up of the possible employees in a certain area, in an area around Davis, close enough for commuting.

DOUGLASS: Affirmative action is one of the very difficult problems because you're trying to maintain as high a quality as possible but at the same time you're trying to get a diverse faculty, a first class faculty first. It is a problem. For example, last year only four black people got a mathematics degree in the United States. Now there's an awful lot of institutions including the private sector competing for those folks and it takes a while to get a large enough pool. If the people aren't going into these fields, and it turns out over half of the time a large portion of the Ph.D.'s given to black folks are in social sciences and education. This doesn't help on a campus where science is the major element on the campus, as for this one. One gets a lot of understanding and misunderstanding on why we aren't moving as fast as we think we

MEYER: ought to or should. It's a difficult thing because the institution is balancing quality versus diversity and that's a judgmental call. It's hard to quantify a judgmental call. It's a matter of opinion.

DOUGLASS: You mentioned the problem with the pool and that you needed students. You also mentioned the problem that arose with the Bakke case and that at the same time you had that affecting admissions to the school. How effective was affirmative action in the admissions procedures?

MEYER: Yes. In admissions we've never had problems in some areas, like the Asian-American students. We have a lot of Asian-American faculty in agriculture who started after World War II, and especially Japanese-Americans who went on and got Ph.D.'s even before we knew what the word affirmative action meant. We had a lot of Asian-American faculty. That has not been necessarily a major problem because there is a tradition of education in the culture of the Asian community that may be missing in some. So Asian-Americans are no longer considered an affirmative action problem at the undergraduate teaching level any more and certainly not at the

MEYER: graduate level either. But where there is a problem of a shortage of students who meet University of California admissions requirements there is tremendous competition between campuses in the university, between ourselves and Sacramento State, between ourselves and other institutions. For example, I went to Roseville and spoke to their honor class of students--what do they call it, students who get academic awards, they have a name for it.

DOUGLASS: Is it CSF [California Scholarship Federation] or that group?

MEYER: Something. Yes, yes. They presented awards to the top students. The students receiving the top awards were going to institutions other than California ones. For example, the top black student was going to Columbia [University], the top Chicano student was going to Yale [University]. The scholarship commission in California provides tuition and so they supply tuition funding at the Yale and Harvard level. All at once you get all these top students creamed off, so to speak. They're excellent institutions and the students want to go there and we can't compete well in California in the

MEYER: university or the state colleges.¹ That is another problem. We've never felt we were doing as well as we should and neither did the minorities. I still don't know what the answer is.

[End Tape 7, Side B]

[Begin Tape 8, Side A]

MEYER: Families where education is not in their culture have parents who don't even know what college is all about; it's very difficult to encourage them to go on. Those who do are usually very good people because they rise to the top and do well. We've never really ever really solved the problem. The campus is doing a better job now through some new programs that evolved lately with large amounts of money for two things: one, special support for minority and disadvantaged students for graduate school, and then post-graduate, post-doctoral work. The university has a number of post-doctoral programs with Ph.D. graduates from across the country hoping to evolve then to our faculty. What happens is the real top students would rather go to medical

1. California State University.

- MEYER: school or law school rather than a Ph.D. They know what a doctor or a lawyer does. They're not sure they want to be a professor. We are competing with professional schools versus graduate programs.
- DOUGLASS: What changes have you seen in the types of students from the sixties and the seventies?
- MEYER: I think there are several major changes that have occurred. One is there is a great increase in the proportion of students going on to graduate and professional school. On this campus between 60 and 70 percent of the graduates do go on to graduate or professional schools. They may stop out and work a couple of years, but we have to look at the undergraduate student in our advising programs. We're talking about just a part of his or her undergraduate academic career and so we're getting a great increase in professionalization--if I might use that word--of our citizens. One of the main reasons for that increase has been the higher proportion of young women going on to graduate and professional school. In veterinary medicine 75 percent or more of their admitting classes in the last number of years have been young women,

MEYER: higher than in any other graduate program on campus. Medicine, law, all of those have increased. With the Ph.D. women haven't increased quite as rapidly, but that's been a major change too. The young women are moving into science and the programs that they hadn't moved into before, including engineering and economics. Economics and political science of all places were among the slow ones. They were slow too among the social sciences but that is being rectified. So I think that's been a major shift and having experience with five daughters or daughters-in-law going into professional areas I realize it's a tough road to hoe if they also want to have a family and marry as well. They do get slowed down and if they do get married then two people are trying to go to graduate school at the same time or raise a family at the same time. Hence they do have a harder time than men. One of these days men will get straightened out. But, my sons do better in a supporting role than I did and so we'll see how this works.

The other point I want to make about students is activism. There is still activism,

MEYER: but after the Vietnam War stopped it never has reached the crescendo it did at that time.

DOUGLASS: Why do you think that is?

MEYER: Well, I think if you look at the studies that have been made of students, the very active students are at the top, maybe 1 or 2 percent. Then you have a group of 10 to 15 percent who will join with those active students if there is a major issue. Then you have around 30 or 40 percent who are interested observers and they move in and out. Everybody was threatened by the Vietnam War and also sympathized with the Civil Rights Movement. As the Vietnam War died down students weren't as concerned about staying out of the draft or solving national problems and using the university as a place to do it. I think that is probably the major reason. Now from time to time they will get active like they are active right now on the issue of student fees and tuition that's being increased. So I think that the students will organize when there's something that effects them personally more than if there is a national issue. A national issue creates a climate that's important for students. For example, in the

MEYER: Vietnam War parents were talking at home that the Vietnam War was a big mistake. But the students acted it out. So I think that it just depends on how much they're touched and how much of a major principle it is. Even the South African investments were not as. . . . You know, it was very important to a lot of students, but on the other hand it never came to the point where you'd have a gathering of more than a hundred or two at a time. When you have thousands that's when you get worried.

DOUGLASS: How much influence do you think students did have with UC over divestment of holdings in South Africa?

MEYER: Oh, probably not as much as people think. A problem in investments in South Africa is that investments in large companies that had holdings in South Africa provided quite a high interest income on an organization's investments which were used for a lot of good purposes. The university was worrying about quality of their investments versus the issue of South Africa. The universities generally don't like to get into and shouldn't get into national and international issues. It's not our purpose. So

MEYER: the major reason, believe it or not, that the regents finally agreed to disinvest was that the governor all at once decided that we should. We went on a Tuesday meeting with President [David Pierpont] Gardner and decided how we were going to recommend that we would not divest, but between then and the time of the regents meeting the governor had called the president and told him he'd changed his mind.

DOUGLASS: [Laughter]

MEYER: And so the regents went along. [Laughter] So I don't know what would have happened, but at least the one that triggered the divestment was the governor changed positions. All at once here were the Republican regents didn't know what to do. [Laughter]

DOUGLASS: Well, to return to talk about staff relations. We've been talking about dealing with students and what changed for them in the seventies and into the eighties. How did staff relations and their involvement in the campus evolve over this time?

MEYER: I think I can't give enough credit to the quality of the staff we have on this campus. I learned a long time ago that--that went back to

MEYER: the department and college--was how the staff kept me in a sense I can say "out of jail" because they kept me out of a lot of problems and gave me a lot of help. During the late sixties Chancellor Mrak had Project Involvement and one of the things that happened, staff got together and decided they wanted a voice on campus. That carried over from that last year of Chancellor Mrak to my first year. I thought it was a good idea. Fortunately Dennis Shimek, who was our staff/personnel director, also thought it was a good idea, and we worked closely with the staff. They developed the staff assembly. Among other things we felt that staff should have a role in administrative advisory committees which were advising, because they knew a lot more about some things than the faculty and the students did. So we worked with the staff, and helped them set up an organization of their own. They would set up conferences and worked independently. [For example they organized a "Thank God for Staff Week" each May. It was one of the best

1. Dr. Meyer added the preceding bracketed material during his review of the draft transcript.

MEYER: university events of the year.]¹ So in many respects it was similar to the academic senate, except they didn't have sole responsibility for something like courses and curriculum. We felt they should have a voice in staff/personnel policies, parking, whatever. For example, the Parking Advisory Committee to this day has staff on it. It seemed important to us that the staff do become a part and concerned. I think that one of the things that really hurt me more than anything else was when we were forced into unionization by the legislature. There we lost the battle, when we did have to have unionization and it wasn't a university decision. However the university decided to have unionization on a statewide basis rather than campus by campus. I'm convinced that we would never have unionized on this campus. For example, the one exception was that the crafts--the carpenters, the plumbers, people of that kind--could organize campus by campus. Craft personnel voted against unionization, and crafts are the most heavily unionized outfit in the

1. Dr. Meyer added the preceding bracketed material during his review of the draft transcript.

MEYER: United States. But they voted against it. The librarians, for example, voted almost 99 percent against being in the union but since they were part of the whole systemwide union they were caught into it. What that has caused is an enormous amount of expense. I suppose it's added eight or nine lawyers in the president's office. Each campus has to have a lawyer or a lawyerlike person to advise them. There is enormous expense in negotiations and I don't know how many staff we've added--a dozen or more--just because of unionization. It wasn't necessary because the civil service takes care of many of the rights of employees, and also salary. But when a union organization is in the middle, you create a big expense. I think that unionization was absolutely necessary for private enterprise in the 1930s. But there you've got people negotiating on an even floor with one group withholding salaries and another group withholding services. In governmental offices you have a third party. It's not just staff or a union and a public organization like a university. The third element of the legislature and the politicians come in so

MEYER: people can run around and end-run the negotiation system. So one doesn't have the neat bargaining. Bargaining's never neat but you don't have the one to one bargaining because you've got all this circle going on. Take the school system. The superintendents can't negotiate and do what they think best for the schools with the teachers union because the school board also becomes involved in the act and they're politicians. It's a messy world when you get into public service unions. They're also protected by civil service and many state campus and college regulations.

DOUGLASS: Once unionization occurred can you think of any specific issues or situations that may have arisen because of that that might not have happened otherwise?

MEYER: I really can't, except the costs. Fortunately there has always been good staff relations at Davis and I hope it always remains that way. The unions have not been pleased that there's not been a worsening of relations at all. In part I think it's because of the fact that we had the staff assembly way back when, and we still involve the staff in all these programs on

MEYER: campus. For example, in this department the staff almost feels that they own the department as well as the faculty owning the department.

DOUGLASS: What about the UC directive regarding staff talking to legislators which became a hot topic at one point? How did that affect you and your relationship with the staff?

MEYER: It was more of a faculty problem for us. The faculty were more concerned about the issue than the staff. The staff can work through their unions now and probably do. But in that case it was faculty going directly to the legislature and lobbying for this and that or against this or that. We got in trouble because we suggested on campus that they really ought to clear that with us so that we all can work together on this same issue. On the other hand when there's a difference of opinion and their getting into an area that's none of their responsibility, its an administrative matter. That became a big uproar and that's when the directive came out. I don't think that was a big issue as far as I was concerned.

DOUGLASS: Was there anything else with staff relations or the evolution of that that you want to touch on?

MEYER: No. I really don't have anything else to say. I hope the assembly and all those are working as well as they always have and I believe so.

DOUGLASS: We have not really discussed an important feature of the campus which is that of physical planning. During the 1960s Davis increased it's number of buildings to accommodate the continuing rise of students and all that comes with expansion. What was the building program in the 1970s, and beyond?

MEYER: Well, the building program in the early seventies was primarily that started by Chancellor Mrak. A series of bond issues had been passed in the sixties and it takes a long while by the time the bond issues are passed and the buildings built. When I first became chancellor the buildings that were completed were the Chemistry Annex, the chemistry addition, the Physical Sciences Library, the Briggs Hall in biology and a number of others. Those were all in the pipeline. Once you start a building in the pipeline it takes five or six years to get it through. That was the main construction in the early seventies and it was enough to carry us to the eighties.

MEYER:

I think that the first building we were able to get after I was chancellor was Med/Sci I in 1974. That came about from a bond issue that we worked hard to pass. The next bond issue was to get us the hospital and it didn't pass so we never got a hospital on campus. That's why, I should have said earlier, we worked in Sacramento Medical Center. We had a building at the Med Center that was condemned because of earthquake and the forerunner of AOB [Academic Office Building] 4, Roadhouse Hall in 1976 which were replaced or improved because of that earthquake requirement. We tore down what was called Roadhouse Hall, if you can believe that name . . .

DOUGLASS: [Laughter]

MEYER: . . . and replaced it. Then the next building came about in '78 when we built Rec [Recreation] Hall. We had decided that one of the greatest programs on campus was our intramural program. The number of students who would turn out for intramural was enormous, and winter months were a real bad problem in particular because it usually was wet and rainy and foggy, and depressing. We had the idea as part of our

MEYER: development efforts to raise money from the alumni, and in part, to increase student fees, which was the total funding package. We didn't get this money from the state. We were successful and built this big building with primary responsibility for intramurals. Second priority includes athletics and third priority would be major ceremonies like commencement. The other thing that we did that was unique is that we did not put that building under the responsibilities of the physical education department which wanted it because we wanted it for a campuswide facility. It has stayed in student affairs as a separately managed unit.

It wasn't until we got this building¹ in '84 that the logjam of few state-constructed buildings was broken. We had decided in our studies on campus that one of the major needs was in agriculture because they hadn't had any improvement in their buildings since the fifties and some in the sixties. It turned out that in the first years of [Governor Edmund G.] Brown

1. James H. Meyer Hall.

MEYER: [Jr.'s] administration we had two alumni who were on his cabinet. We had very close relationships with a number of legislators and we had good working relationships with agricultural industry. So I went to President Saxon and said, "David, I think we can break the logjam for the university. We have this need, and I think politically it's the time to strike." Because the university had not gotten new buildings from the state for about six or eight years, he agreed. So he moved the building to the top of the building list much to the discomfort of my fellow chancellors. The regents agreed. Then Saxon turned us loose to work the Sacramento scene. We did a number of things including going to alumni associations, meeting with alumni, and meeting with agricultural groups throughout the state. For example, there's an organization called the Third House in Sacramento who are the lobbyists for the agricultural industry. They have a breakfast every second week during the time the legislature meets. We had quite a few alumni in that group. Previous to that we had meetings with staff of legislators who were our alumni.

MEYER: Once a year we had a dinner for all of them. We had gotten to know the staff who were our alumni working for the legislators and various relationships in Sacramento. I had a couple of people from this Third House for lunch and talked about the building. They agreed to have the dean of agricultural and environmental sciences, [Charles E.] Charlie Hess, to meet with them. So he met with them and became a part of their activity every two weeks. Through that group, and many others, including the fact that [Assemblyman Thomas] Tom Hannigan in the legislature from this region was very, very helpful as was [Senator John] Garamendi. Garamendi happened to come from a livestock family and represented us. Both were extremely helpful. We got it through the legislature. The governor signed the bill which opened things up for the total university. This building was planned to help other departments. We decided on the departments that had the poorest facilities and placed them in this building. Then part of the package was the remodeling of the places these four departments came from, upgrading them for other departments. In so

MEYER: doing we helped nineteen departments by moving these four out of their old facilities into here and remodeling for others. They're just being finished. For example, Hart Hall--I noticed in the paper--will be open in March. That was a very effective thing. Since that broke the logjam, we planned the library and the engineering building and the union. The last couple of years that I was chancellor we got the students to agree to vote themselves a fee to expand the union because the union was woefully inadequate for the students. So they did. That's just being finished. But new reconstruction of the silo and the Memorial Union has just been finished. I see according to the paper and talking with my friends over in Mrak Hall that there are a number of other buildings coming down the road. But after that building drought things just moved along. The campus is still short of space for the amount of recent student enrollment.

DOUGLASS: How did budget limitations impact the planning and growth? I'm thinking of the late sixties with Governor Reagan and onto the 1970s with Jerry Brown also.

MEYER: Reagan didn't have as much impact as people give him credit for. It was not as bad as people thought. He, unfortunately, and I just did not get along very well at all but. . . . Well, we got along but I didn't agree with him and whether he knew it or not I don't know. He did create problems when he held up faculty and staff salary increases for one year and then faculty salary increases for a second year. It was just because he felt the faculty was a problem to the university in the student activism. His last four years though was quite a change. The budgets were very good under Reagan. If you look at the Reagan budget in the last four years of his career, it was very good. But if you go to Brown he was a problem all the way through. Jerry Brown wouldn't put money into needed programs and so they accumulated a tremendous surplus of funds. Then all at once Proposition 13 passed.¹ It passed because of that surplus and because people were unhappy with taxes going up on their real estate. Since

1. On June 6, 1978, voters approved the Jarvis-Gann Initiative, called Proposition 13, which reduced property taxes.

MEYER: Prop. 13 and subsequent other initiatives, the names and numbers of which I can't remember, and with Brown's view of "small is beautiful" and I forget all the other words he used, we didn't do too well. The university had to fight like mad for everything. Except we did get this

DOUGLASS: building, but he should have invested more money into facilities. Costs three or four times as much now as they would have, and the legislature has to take some blame for that too. They just didn't realize what they were doing. I think the Brown administration probably was as hard on us as any because he, even though he went to the University of California, didn't have too high a regard for it. I should say he didn't help the state college system either. For example, on the Rec Hall, even though he wasn't furnishing any money for it he was working--and it almost worked--towards having the regents vote it down. It turned out, fortunately, that some of his people came over on the day the regents were to meet and our folks, while I was at the regents meeting, took them through the building and not plan, what they had in mind. They decided that was a great idea. It didn't cost the state

MEYER: anything either. And so they called down and Jerry voted for it. But he was going to work against it. So I think he was more of a problem to us then Governor Reagan by a long shot. I think that is an issue that needs to be always kept in mind.

DOUGLASS: In 1986, in the area of planning and growth, you worked with staff on a preliminary long-range development plan which was the first that had been completed since 1963. What did you see as the critical goals for the campus in order to
[End Tape 8] accommodate increased enrollment projections and
[Begin Tape 9] retain a high academic quality?

MEYER: That plan was developed because we saw that we needed to make a decision regarding the ultimate size of the campus. We saw a slowing of growth in the late eighties and another increase then in the middle nineties and then probably a major increase after the year 2000. We hadn't needed a long-range plan until that time. That was the time when we had to decide whether to keep on growing or stop our growth. We had slowed it down in the late seventies. But we decided not to grow too rapidly but to get these new buildings because we were short of space,

MEYER: firsthand increase enrollment in 1995. But we had to do a lot of battling with systemwide to keep our enrollment down because we didn't have the space. And we weren't getting the budget either that we felt we needed so we kept our enrollment down.

DOUGLASS: Did that mean redirecting students?

MEYER: We were redirecting in those days because there were a number of campuses that were not. We were a very popular campus and there were a number of campuses who could take the students.

[End Tape 8, Side A]

[Begin Tape 8, Side B]

MEYER: The fact is we've also had to redirect students and I think we still are.

DOUGLASS: I didn't realize that.

How did the community of Davis react to the long-range development plans which projected increased enrollment?

MEYER: There were two issues in dealing with the city then. One was our growth and the city people became happy with its own size and didn't want anybody else to move in and didn't like to see this growth occur. So the city council particularly was against it and a lot of the

MEYER: citizens also. We were concerned too on the second issue which was the matter of faculty and staff housing. The city by restricting growth caused a great increase in housing prices for our faculty and staff. In many cases they couldn't find housing or couldn't afford it and so we were pushing the city to allow more houses to be built for our staff and faculty so they could have a break on cost and availability. So we had those two issues going with the city. We never did get away from it. It was just push and pull. Push and pull.

DOUGLASS: What did you do to deal with the situation?

MEYER: We went ahead with our projected growth and as you notice now the city isn't worrying too much about growth of the campus and size. That hasn't been an issue in the last few years so they finally got over it. It's just a matter of hanging in. As far as housing is concerned they still restricted housing, and we have an awful lot of faculty and staff commuting which is too bad they have to do it. The price of housing in Davis is \$30,000 to \$40,000 more than in Woodland and considerably higher than Sacramento. It's not good for new young

MEYER: faculty. It's just not good because it does mean they have to commute.

DOUGLASS: Were there other situations that became more apparent in dealing with the city over the years?

MEYER: Growth was the main one. Annexation was another one which I think we've discussed.

DOUGLASS: No, we haven't. That was the one thing I wanted to ask you about, the issue of annexation.

MEYER: It seems to come up every five to ten years, every five years or so. It came out early in my administration where particularly some members of the city council wanted students to be able to vote in the city. They wanted to annex the dormitories and the union, dormitories so that you get the student vote and the union so you get the tax money. The decision strictly is that there is only one vote and that's by the regents. The people who are in the area being annexed can vote, but in our case regents vote. Nonetheless the students became interested from time to time. The students did hold votes and voted it down twice. What is the case is that most dormitories usually house primarily freshman. Freshman still are very attached to

MEYER: their home community and the great bulk of them still want to vote at home. That may change. The second point is that the areas of the town with a high portion of students voting is a very low percentage. Students don't vote very much in a city election. That's not a real issue but they keep bringing it up all the time. I hope the chancellor, the current chancellor, fights it because there's no sense in having the city fathers help us run the campus. They do a bad enough job with the city.

DOUGLASS: OK.

MEYER: You can quote me on that or not.

DOUGLASS: [Laughter] Well, I wanted to focus again on the administration and changes that were made. You talked about the early years when you first came on as chancellor, some of the changes you made and what responsibilities you took on. You mentioned that when you first became chancellor you made certain decisions about what responsibilities you would retain and then some other ones I believe you delegated to the executive vice chancellor. How did you come to that decision?

MEYER: The decision, in part, came from a lot of the

MEYER: literature that I read and reviewed. But also my reasoning was what should the chancellor do and, of course, one of the things he should do is develop a management program and system; so I always retained responsibility for the organization. Then I felt that academic planning was important and needed to be done and did that and delegated the implementation of that to my executive vice chancellor who would handle the budget. Of course, we had that person involved in planning as well. But nonetheless I stayed out of the budget. I did stay in the area of allocating faculty positions and in admitting students because those were two of the major elements to determine what programs we're going to have and what size they are going to be, where you put faculty positions and you put the students. I did retain those responsibilities. The internal and external relationships and responsibility for fundraising were my responsibility.

DOUGLASS: Were these ideas or concepts that you basically had evolved at the time you were dean? I mean it sounds like you naturally knew what you wanted once you came into office.

MEYER: Yes. And of course I'd studied organization when I was dean and did a number of other things; for example, I mentioned we moved the police under student affairs . . .

DOUGLASS: Right.

MEYER: . . . and put staff personnel under academic affairs because that's where many personnel decisions are made anyhow. We didn't think personnel ought to be in business and finance where they really didn't deal with people as much as they dealt with things. We didn't follow anybody else's model. We just tried to figure out what would be best for the campus. I maintained close relationships with the staff assembly organization, the academic staff, the academic senate and the students when I could. Although the student affairs vice chancellor with so many students had to take major responsibility for student relationships.

DOUGLASS: How did development and fundraising for the campus occur?

MEYER: This is one area that I deliberately ignored for a couple of years. One, I was too busy, didn't have time for it, and second, with one exception, the exception was that in external

MEYER: relations I felt relationships with the alumni were very important and so I always went to their board meetings. If you look at my speaking engagements, note that I did a lot of speaking to alumni organizations throughout the state. The fundraising arm was the Cal Aggie Foundation started in the early 1960s. For some reason the chancellor was not on the foundation board of directors, and at that point in time I didn't have time to go their meetings. It wasn't very large. Furthermore, alumni numbers were not large at first. Most of the alumni were very young and didn't have any money to speak of because they hadn't gotten into their occupations. I stayed away from it at first. But then the foundation finally decided the chancellor had to be on their board of directors. I became a member of the board. About that time UCLA had a big problem with the director of the foundation who absconded with money. That created regents' interest. So we examined our foundation books and like the hospital we found that although there was no dishonesty in our place they didn't have good records. It turned out that one of the alumni

MEYER:

presidents was a member of the board of regents at that time, Gene Pendergast [Jr.]. He also came to the same conclusions having listened to the problems of UCLA. He, John Hardie, assistant vice chancellor for development, and I were able to work together and the foundation was reorganized. The chancellor became a full member of the board and helped develop the agenda for the board. In addition, we named our development officer, John Hardie secretary/treasurer for the foundation. Then the foundation developed a revised constitution. Right about the same time in getting this moving we decided that Rec Hall needed to be built. So we started the foundation becoming the prime mover in raising money for this. The staff of the campus did most of the work anyhow. I did most of the speaking. The fundraising was very successful. As Gene Pendergast became chairman of the board of directors of the foundation it became more active and more involved with the campus and vice versa. Following that we started the Chancellor's Club. One of the members of the board took on the responsibility to develop the program--a thousand dollars per

MEYER: club member per year--unrestricted money for the chancellor to use as he sees fit. We got eighty members that first year which was pretty good. It's evolved and has quite a few members. From that program evolved good fundraising campaigns which the foundation directs and handles. The foundation raises quite a lot of money, several million per year now. The chancellor can use the money for many purposes for which he cannot use state funds.

In '83 we decided we had to encourage alumni and friends towards the recognition that more fundraising needs to be done as occurs on other university campuses and also private schools. As a result we put on a seventy-fifth anniversary celebration in 1983 celebrating the founding of the campus in 1908. One of the major purposes was to have a series of programs so that alumni and friends and faculty and staff and students became more identified with the campus as a whole, which has worked well. Then in '85 we hired a vice chancellor of university relations [and development] and organized development, the foundation, the alumni association, arts and lectures and public events

MEYER: under that person. We now have a vice chancellor who administers quite a large program. It's going well. He raised money for the alumni center out here and has gotten a number of programs on line so development has been moving along well. It took about, oh gosh, ten to fifteen years to really get this moving. And for the alumni to get old enough [Laughter] in substantial numbers. You see by the time I retired 85 percent of the alumni had gotten degrees while I was chancellor. That's how few alumni we had prior to 1969 and how many we've had since, and so alumni are a size to be a very effective group and very important. It's been nice to watch, to see how this development program has evolved. Professorial chairs were established and the UCD prize developed. One of the foundation members suggested that we needed to have a greater reward for teaching. Funds were raised at his instigation for an endowment for a \$25,000 prize to a faculty member, for both outstanding scholarship and teaching. There are teachers who are outstanding scholars and [there] are outstanding scholars who aren't good teachers. The senate has an award for

MEYER: teaching and an award for research. This is one for teaching and research with a big emphasis on teaching, especially undergraduate teaching. This prize is something the foundation is very proud of. *It was more enhancement.*

DOUGLASS: Do you see this as a natural evolution or something that was going to occur regardless as even more students graduated and there was more of a pool of alumni?

MEYER: I think it's both. It has to have evolved with student growth and their success. It has to also be organized and developed, for getting the best methods and the best lessons we could gain from other universities, taking their examples and evolving ideas into a good organization and program.

DOUGLASS: What impact did economics have on it also? Did the climate of the times have an effect?

MEYER: Not so much. At the time it started in the late seventies we never did think we could get a recreation hall. We started talking about it in '73 I think. We never thought that we could get that from state funds. The state won't put money into things like that--gyms or what have you. We also saw the need to improve what we

MEYER: could for the faculty by having these named chairs started; the first two came in 1978. That was prior to. . . . You know, budgets weren't too bad then. So it wasn't necessarily [Session 5, economics; it was more enhancement.

DOUGLASS: Is there anything else you wanted to add about development and fundraising?

MEYER: No. I guess not.

[End Tape 8, Side B] to retire in 1987. What made you decide to retire?

MEYER: I think anyone who has spent any time in an administrative role becomes concerned as to whether they're vigorously pursuing new and old projects. I felt that maybe I was not after eighteen years and somebody with a different thought process should. There were less than six chief campus officers in the U.S. who had served as long as I had. And because every institution, every organization, needs a leadership change. Anyone who is in one of those roles tries to determine if they've outlived their usefulness. You usually want to retire while they're still willing. So that's what I did.

DOUGLASS: Had this been a gradual process?

MEYER: No, not really. I started thinking about it when my executive vice chancellor Elmer Lounsbury retired four or five years previous to that. In his case it was a health issue. But, I sort of

[Session 5, February 24, 1992] or I was having as much fun

[Begin Tape 9, Side A] or did I have other interests. It

DOUGLASS: In 1986 you announced that it was time for a change of leadership at UC Davis and that you planned to retire in 1987. What made you decide to retire?

MEYER: I think anyone who has spent any time in an administrative role becomes concerned as to whether they're vigorously pursuing new and old projects. I felt that maybe I was not after eighteen years and somebody with a different thought process should. There were less than six chief campus officers in the U.S. who had served as long as I had. And because every institution, every organization, needs a

DOUGLASS: leadership change. Anyone who is in one of

MEYER: those roles tries to determine if they've outlived their usefulness. You usually want to retire while they're still smiling. So that's what I did. Really was such that it was also a

DOUGLASS: Had this been a gradual process? Moving towards

MEYER: No, not really. I started thinking about it when my executive vice chancellor Elmer Learn retired four or five years previous to that. In his case it was a health issue. But, I sort of kept track of whether I was having as much fun as I used to or did I have other interests. It was gradual yet in a sense it was sudden. I decided that you don't want a long drawn-out scream approach to moving out of a job.

DOUGLASS: You announced your plan to retire in October of 1986. What was your role in the transition period from the time you announced your retirement to when the current chancellor Ted Hullar was named as your replacement?

MEYER: Well, the major role would be to finish whatever I developed. It was to finish projects that were underway and not start new ones, which was also one reason I retired. It seemed to be the time for several projects to be completed.

DOUGLASS: What were those?

MEYER: Well, biology had been an effort for about twenty years. Construction of facilities was in a good place. In addition, the situation in terms of my family was such that it was also a good time, and so I really was working towards

MEYER: things I wanted to do after I retired and at the same time finishing up what was under way. That was the kind of effort I was into.

DOUGLASS: What did you see as being the key issues when you left the office that were awaiting the new chancellor?

MEYER: Well, one thing, too, that I felt very comfortable with and everyone agreed, and as a matter of fact President Gardener did state that this was the best-administered campus in the system. We had an excellent group of senior managers, vice chancellors and deans. We've been very fortunate over the years in having excellent people in those positions who stayed with the organization quite awhile. So I wasn't too concerned about the transition. When I left one of the key issues that I mentioned was the biological sciences and that had gone to such an extent that the faculty was examining it seriously under the leadership of Dean [Robert D.] Grey and it was evolving very nicely. We had needed additional land because of the restrictions on expansion because of land particularly needed for agricultural research. We were all set to buy land and had it underway

MEYER: and all it had to do was be completed by the new chancellor. It was a time when land prices were low. We had anticipated and saw prices were about to go up and thought we'd better buy it. We got the president's office lined up to do that. Unfortunately, the new chancellor delayed about three or four years and he did get the land finally but it was one of those costly problems of transition.

Whenever a new chancellor comes in, or any new executive, they have a hard time catching up with what's going on and there's so many things to learn at the same time. There's always a lull and a transition problem and several things that fell between the chairs but eventually were taken care of.

A second important issue was the hotel conference center. We had been working towards having a hotel conference center built on campus. The fall I was to retire was the time to sign the contract. Again that got delayed and went past the point and the conference center never showed up. Meanwhile others went ahead and built motels in Davis. It doesn't make sense to try to do a hotel conference

MEYER: center on campus at this point. Maybe it'll come one of these days.

A third issue that was in good shape was the building program. I had discussed the development of this building, Meyer Hall, and all the issues that went with it. All the follow-up remodeling of Hart Hall, Asmundson Hall and others were all lined up prior to the new chancellor and as a matter of fact have been completed. The engineering building was approved and in the bond issue and on line. The library was planned and the money was available and it will be completed by Chancellor Hullar. The Memorial Union expansion which is now being completed had been started because we needed to get student support for an increase fee in order to pay for the expansion. That is underway.

We had also determined that the undergraduate student enrollment should be plateaued for a period of four or five years until the new buildings were completed, and had as a matter of fact fought hard with the president's office to keep our enrollment plateaued. A second problem with enrollment was with graduate students. Here it was just the

MEYER: opposite problem. We needed to increase graduate enrollment in many areas. In this case we were in a continuous battle with the president's office because they were assigning new student enrollment in the graduate program as the state would fund them to the smaller campuses. We were pushing to increase a number of graduate programs including the School of Administration which were a problem to us. That was another issue that was hanging fire and still is a problem. Those are the major issues that were around when I left. But other than that the College of Letters and Science had a very good dean, as did agriculture, as did medicine, as did the College of Engineering and the veterinary school and law school. I should mention the law school. There were excellent deans in all of those roles. But this was an issue that I mentioned earlier that was very important in the academic leadership there to keep programs moving. So we were in good shape. As a matter of fact, you see, when I came in, Chancellor Mrak had a series of things going and I just built on those, and Hullar could build on what we had underway.

DOUGLASS: In addition to running the UC Davis campus as a chancellor you also had to work with the UC regents as well as the president. What was your relationship with the regents?

MEYER: The chancellors always met once a month with the president. We also met with the president just before the regents meeting. The chancellors were always consulted on systemwide or universitywide issues. And so probably the biggest source of input other than the president to the regents was from chancellors. In working with the regents we usually worked in two ways. One was through the president. That is to say the president was delegated the authority by the regents for various things. He in turn delegated authority to the campuses. For example, determining student enrollment or responsibility for the academic programs, the merits and promotions, the system of the faculty was all delegated to the chancellor. When any other issue came up that seemed to involve more than one campus it was obvious that the president would take it through the regents. When we acquired a new building or developed a building program or an academic plan that was

MEYER: submitted to the president's office, various people looked at it and conversation went back and forth as it was massaged and revised. That would go through the president to the regents. Direct involvement, because in this latter case I just mentioned the president would call on various chancellors to make comments or presentations but he was making a broader campuswide or universitywide presentation such as the budget. But there were issues where the chancellors got directly involved. One, which we usually didn't care for but happened, was the regents would meet on the campus. They liked to see what the campus was like. During this campus unrest time, [when] the students were active, regents became a lightning rod. Every time the regents would meet on campus, crowds of students, whatever the issue was, would present a problem in wanting direct contact to the regents, and we had to have police and student affairs people around to monitor potential problems.

DOUGLASS: Is that why the chancellors didn't like it when the regents came?

MEYER: That's right. [Laughter] This was a real

MEYER: problem. Secondly, it was very expensive. But they would meet on the campus from time to time. At that meeting the chancellor usually presented issues related to the campus to the regents.

The second direct relationship was with buildings of all things. The regents liked to look at designs of buildings. The chancellor presented the building plans directly to the regents because the president knew better than to get into this--too many cooks in putting this broth together. In addition, you know they'd worry about such things, "Well, gee, those chimneys that come out of the top of the building. They're just too tall. It's a problem."

DOUGLASS: [Laughter]

MEYER: All kinds of things. Or they would all at once see something in the design of the floor plan. But nonetheless you had to present the plan.

DOUGLASS: One usually had an architect or two to give the design features. Sometimes that was good.

MEYER: There was one time when we took Academic Office Building 4 to the regents as a replacement for a building that was being earthquake prone. The regents didn't like the design. Well, I didn't

MEYER: care for it too well either but the architects and others convinced me it was a great design. DOUGLASS: Fortunately the regents didn't like it either MEYER: and so we were able to go back and get a decent design. They had a role, but most of the buildings were routine.

Another issue with the regents was on city problems that hit the news, for example. Or in the appointment of a dean or a vice chancellor--always had to take the appointment of a dean or a vice chancellor to the regents for final approval. Generally speaking those went through without too much of a problem. In the early, early years you always brought that person to the regents so they could meet the individual and at least see what they looked like.

DOUGLASS: That changed?

MEYER: That changed and they stopped that. It just got too complicated and elaborate.

DOUGLASS: When did that occur?

MEYER: Oh, it changed about 1973 or 1974.

Some of the questions they'd raise about the appointments sometimes were amusing and a problem. For example, they raised the issue of the dean of the law school I took there who had

MEYER: not passed the bar exam, he'd moved in from another state. Did I mention this once before?

DOUGLASS: No.

MEYER: In this case I never even thought about it. I'd searched, selected this dean and thought he was great, been on the faculty two or three years and just hadn't taken the bar exam. Then they wanted to look at the appointment the next day and wanted me to find out why he hadn't taken the bar exam. Well, I hadn't the slightest idea. So I called up and asked him why he hadn't, and he said, well, as far as he knows most of the faculty hadn't taken the bar exam and he wasn't sure any of the other deans of the law schools in Berkeley, UCLA, or other campuses had passed the bar exam, or even taken it. I took the appointment back the next day and pointed out that that didn't seem to be a big deal to the deans, that this dean hadn't passed the bar exam and neither had the deans of law on the other campuses. He said he would take it and said, "Are you going to ask the other deans . . . [Laughter]

DOUGLASS: [Laughter]

MEYER: . . . to do that?" So that stopped it. Usually

MEYER: there was not too much of a problem with appointments. Other kinds of issues were a faculty member in one of the departments was not given tenure. In this case the chancellor has authority to make the appointment or the dismissal. In this case the decision was to dismiss. At the time the person was dismissed there were campus people--it happened to be a minority--going to and calling individual regents. At the same time there was a march on our building; gave us a little trouble and got us into the press. One of the regents just wanted to spend a little time on this. And fortunately, the chair of the regents for that time was Regent [Elinor Raas] Ellie Heller, a very astute individual. She said, "Well, chancellor, this is not within our authority. We have delegated this to the president and he to you so we shouldn't do this, but we would like some information, not that we're going to involve ourselves in the decision." Fortunately I was prepared. This was in an executive session. So I presented the background for the decision. It went well. I followed process carefully, and studied the

MEYER: issues. Those are examples of the kinds of things you get directly involved with the regents. meeting. I walked in and there he was.

DOUGLASS: You said something about civic problems too? Can you give any specific examples of some issues that you had to deal with with the regents?

MEYER: Yes. In one case the city of Davis city council was fighting hard to keep the town from growing. We had put together our academic plan and had anticipated the School of Administration, and that there would be some growth due to that; and that there's a need for additional graduate growth, but slow growth in undergraduate level during the eighties and nineties. Well, the city was not very happy with that. In addition, the city was not happy with the fact that I was concerned about if there was enough housing in Davis for both the faculty and staff. Housing prices ended up tens of thousands of dollars more in Davis than in Sacramento, Dixon or Woodland. Lots of faculty and staff had to commute. I was complaining to the city and others that it should be rectified. Slow growth is fine but one might hurt people and people

MEYER: coming in the future. Well, fortunately the city council sent the city manager to the regents meeting. I walked in and there he was.

DOUGLASS: He wanted to discuss growth of the Davis campus because we were presenting our academic plan.

DOUGLASS: So you didn't know that he was going to be there?

MEYER: I didn't know he was coming. Fortunately, the city manager was a very good person and was

DOUGLASS: professional. We talked it over and he

MEYER: presented what he had in mind. He said that,

"You know, there's a difference in opinion between the campus and the city on this issue

and he's presenting the city's side and the

chancellor presents the campus's side." And so

DOUGLASS: it went very well. It's one thing they're used

MEYER: to. The city of Santa Cruz was always beating on the regents about something the chancellor

DOUGLASS: was doing to Santa Cruz [University of

MEYER: California, Santa Cruz]. That happened quite a few times. They're used to handling people

coming in worrying about various things. In

this case the regents play an important role in

that they are the final authority. They also

feel they need to protect the campuses or the

MEYER: university. They play a very important role as determined in the constitution. So, it works out fine.

DOUGLASS: Were there any other particularly difficult situations that arose? If there were what were they and how did you handle them?

MEYER: Well, one was the freedom of the press issue where. . . . Actually UCLA students published on the front page a somewhat lewd picture.

DOUGLASS: When was this?

MEYER: This would be the early seventies. The regents got pretty upset over that and insisted that the chancellors needed to take control of the student newspaper. The chancellors didn't want to take control of the student newspaper.

DOUGLASS: Why?

MEYER: Well, you know, there's more important things to do.

DOUGLASS: [Laughter]

MEYER: [Laughter] And the students say whatever they want to say anyway and only so many students read the student newspaper, and furthermore, if you pay attention to it, it'll just get worse, whatever it was. Finally the president and the chancellors got together on this and agreed that

- MEYER: what we would do is we would consider ourselves as publisher, that there would be an editorial board, or media board as we called it, which would select the editor of the newspaper or nominate editors to the student government. But also it will be the group that acts as an editorial board, and that group was usually four or five students and one faculty member and maybe a staff member or two. That worked very well. We just delegated the authority to them for editorial review and they provided a very good mediation role. I think they're still in existence but it hasn't been a problem for a long time.
- DOUGLASS: So you pretty much were able to appease the concerns of the regents?
- MEYER: That's right. You see it works out. The system works out well and you work out these wrinkles.
- DOUGLASS: [Laughter] Were there any other incidents?
- MEYER: Well, there were others but I don't think there's anything new. The Angela Davis thing was a UCLA problem. All of us were concerned because of the problem of regents' interference in faculty hires and faculty teachings. The other one was the Bakke case on this campus,

- MEYER: which again was an issue of a higher principle. But those usually work out. The Bakke case had to finally go to the Supreme Court. The Angela Davis case was quite a battle with the chancellor at UCLA. It gave me an understanding of the regents that the chancellor was responsible and so finally that issue went away. There were a number of those kinds of cases but they don't necessarily involve a chancellor directly because it quickly becomes a presidential issue.
- DOUGLASS: Right. So the president handles it.
- MEYER: Some of those, yes.
- DOUGLASS: During your tenure as chancellor you worked with three different UC presidents. You talked a little about Charles Hitch, but what were the management approaches of the various presidents--Hitch, David Saxon, David Gardner?
- MEYER: The management approaches were quite different, and you realize that for each one of them their term began and ended with a different governor. President Hitch came in after Clark Kerr was fired under Reagan; that was a year or two before I became chancellor. Hitch's major goal was to get the university through that campus

MEYER: unrest time without significant harm to the university.

DOUGLASS: How effective do you think he was?

MEYER: He did extremely well. He studied the issues. He wouldn't cow-tow to the regents necessarily when they were wrong. What happened was that he was administering the university under regents that were appointed by Pat Brown. Fact is, there were even a couple appointed, one, two, appointed by Earl Warren and Goodwin [J.] Knight and because they're in twelve to sixteen years, they would have carried over. But Reagan had come in and brought in a series of new regents, and so one often had a standoff between the Pat Brown and the Reagan regents. We can thank the good lord there was this long appointment period because the Pat Brown regents had gotten to understand the university and were a lot more liberal than the Reagan regents. Eventually they all became supporters of the university even if they might have a difference of opinion, but it takes a while for new ones to come to that feeling. It's particularly difficult when the governor was finding fault with the university. He felt that the faculty were the

MEYER: ones that were teaching the students these wild ideas and always felt we were not hitting the faculty hard enough, so he cut their salaries, didn't increase their salaries for two years in a row and the staff for one year. In addition, the Reagan regents were the ones who started to interfere with the management of the system, and so President Hitch had to handle that. I thought he did it very well. It was a difficult time. He did have a heart attack in the last year or two--I don't know exactly which year--and that slowed him down some. He had decided to carry through until the end of Reagan's term.

His style was an interesting one. He would preside over the meetings with the chancellors, and an issue would come up. Different points of view would be presented and then he would listen for fifteen minutes or half an hour or whatever it took. Then he'd say, "Well, I've heard enough. Let's go on to the next item." Then he would take all of what he had heard plus his own ideas and make a decision on whatever the policy decision was. He was very good. In that case sometimes one individual would carry the day with him, if that person had the best idea

MEYER: different from all the other eight chancellors on the other side. He would pick whatever he thought his best judgement was. It worked well. DOUGLASS: But unfortunately he had to continually do battle with Reagan. MEYER: regents usually want to do

President Saxon came in after he previously had been executive vice chancellor at UCLA and was a man of high principle. When he was a faculty member in the oath controversy days prior to 1950, he resigned rather than take the oath and then came back to the university after that got settled. But, he had high principles, and he dealt very well with Jerry Brown because he would talk to him in terms of principle rather than pragmatic considerations. And again, David's principles were very much centered on the quality of the university in terms of teaching, research, and extension, quality of the students, quality of the faculty and [he] stood up for those very well. Again he was one of these people that one person could sway him if they had right ideas and followed important principles. He wasn't as good at day-to-day administration as President Hitch was. DOUGLASS: MEYER: But nonetheless he had some good vice presidents

MEYER: and made some good, very good progress on issues with Jerry Brown.

DOUGLASS: What about working with the regents?

MEYER: He did pretty well. He did quite well as a matter of fact. The regents usually want to be supportive of the president and they always look to the president for leadership. The president in any case was the one who brings issues and problems and policies to the regents. Very seldom do they arise among the regents.

[2nd Tape] Occasionally they do. The biggest problem we had with regents meetings is that Brown would come to the meetings, and he was always late. [Begin Tape] We might've been an hour or two into the discussion and then he'd show up. We'd already settled issues but he'd insist the regents go back and review them or go over them for his sake. The meeting would last forever. David Saxon handled that very well. For example, a number of times he had an appointment with Brown at 5:00 P.M. and he waited and waited and waited and finally got in to see him at 9:00 P.M.

DOUGLASS: Oh. [Laughter]

MEYER: They'd be a little bit hungry so they would out for food; usually it was . . .

DOUGLASS: [Laughter]

MEYER: . . . organic, Brown was great on that sort of thing. He chewed on issues until about 1:00 A.M. in the morning. Well, David could handle that. Brown was quirky and he could handle that. Hitch never could have. So I appreciated Saxon. He was also one who approved a number of things that I wanted, like this building, and was very helpful.

[End Tape 9, Side A]

[Begin Tape 9, Side B]

DOUGLASS: You were saying about Brown.

MEYER: Brown, even though there was plenty of money available, followed the principle of "small is beautiful" and would not support very much increase for the university or build highways or anything else. So David Saxon handled him I think as well as any president could have.

Now when [George] Deukmejian came in to the governorship, Prop. 13 was at its height and David Gardner was named president. They were both conservative and they got along well. We had a bad budget year the first year, but the next year and the next two or three years Deukmejian came through with quite large

MEYER: increases for higher education. David was able to work directly with him. David Gardner was politically oriented. He did not get involved much in academic issues or things of that kind. He looked at things from a political point of view. Now he will not agree to this. Gardner has a political approach to things. He'll never admit it. But that's the way he looked at the things. He then did not provide quite as much emphasis on academic programs as did the previous presidents. But he was still the right person for the right time because we went through some very difficult budget problems, and he was able to deal with Sacramento on some tough issues including affirmative action and others. So he was the right person for the right time. I assume they're going to hire the right president for the right time next.

DOUGLASS: You mentioned how the presidents related with the governors. What was the impact of the governors on the UC? You already discussed their impact on the budget. Did they have any other impact?

MEYER: No. I think I mentioned that Reagan was a problem in budget but then the last four years

MEYER: it was fine. Governor Jerry Brown as well as [Speaker of the Assembly] Willie Brown and other legislators can take the blame for Prop. 13 because there was a tremendous buildup of money in the state coffers that they either should have returned to the citizens or they should have probably built the infrastructure like highways and buildings which the state is very short of now. I mean the highway system is terrible. But they did not and so Prop. 13 created great difficulty. So the major impact that we always felt from the president with them was really through the budget.

DOUGLASS: What about working with the legislature? Did you ever have to come into contact with them much? Or was that pretty much handled by the president?

MEYER: It's pretty much handled by the president, but again as with the regents the president would have the various chancellors involved on different issues. If there was an issue for the campus like a building, obviously I was over there working through the university lobbyist, working with legislators, talking to people I know well. We were expected to have legislators

MEYER: in for dinner and on campus and to get to know our local legislators well and get them involved on campus. So this we did. I would, three or four times a year, have legislators over for various events, or for dinner at the house, or to speak to the academic senate, a variety of things. Our role was to build a good feeling among a certain group of politicians that we were more or less assigned to and also then to present individual actions at hearings. I think I mentioned a few times ago that when it came time to get this building, David Saxon told us to go ahead and handle this thing politically. So we did. And it worked very well.

DOUGLASS: You mentioned some of their impact in terms of budget. Do you want to expand any more on just how the legislature affected what was going on with the UC?

MEYER: Yes. The legislators could get concerned on affirmative action particularly. Some of the minority legislators became concerned. But they really didn't focus on a campus particularly.

DOUGLASS: It was the UC in general?

MEYER: Yes. Usually the president or his vice presidents ended up having to handle it at their

MEYER: hearings. There was one time when one person--I think she was in the legislature at that time--

DOUGLASS: was at crossways with a faculty member in

MEYER: engineering. In this case the travel

organization she owned was to lead a group to China. This faculty member was chosen to be in this group and they got to Hong Kong and this person, the owner, did not show up. The fact is they had to cancel the whole trip. Well, he

DOUGLASS: came back and made some pretty strong

statements. Fortunately, he was a minority too. That just uprooted things and later she was

MEYER: taking after us. But in this case the

university lobbyist took this on as a direct challenge to the university and handled that pretty much on his own with what information we would give him. I was bound and determined the faculty member was not going to be involved and not going to have any problems. He had academic freedom and he had tenure: there's no way we're going to let that person get hurt by the

legislator. Occasionally you end up with cases like that. Lot's of times no one ever hears about such concerns because you can handle it through lobbying activities or calling a local

MEYER: legislator and asking him to talk to so and so.
That's what we did.

DOUGLASS: OK.

MEYER: I didn't want to get into the individual case or here, that is, as to who it was. It can be used as some kind of an example that one can get faced with. One ends up protecting the faculty lots of times more than they ever know about. There's no sense in upsetting them.

DOUGLASS: Moving to another aspect of your time as chancellor, what part did your family play in affecting your role as chancellor?

MEYER: I think in two ways. The children were particularly important to me in the early seventies because they were at that age of the college students and I could get a real feeling for what the students were going through, the problems of the Vietnam War, the draft, and all of that. I wanted to talk to the students on their terms because one understood. I had five children. Two were in college and two a little later, and then one just finished her work about a year ago at Yale. It's always been helpful and they've always been willing to tell me what I was doing wrong too. That was good. One's

MEYER: wife ends up as the hostess who was helped by having a social secretary who handles all the paperwork, putting out the invitations, setting up the dinner, negotiations with food service or the caterers, whoever comes in and puts on these meals. One can have anywhere from five to six hundred for picnic day lunch or dinners with six or eight people such as for special issues or in recruitment of deans. One's spouse has to be quite resilient in handling that. It was fortunate that, with the personal tragedies I had with two wives getting ill and dying during that time, I had excellent staff that could fill in. Then I found myself going to things alone. But the way the university helps support a chancellor in the social issues, things went very well. I think the new--I shouldn't say breed--but new kind of spouse is changing. My last wife while chancellor was a professional on the faculty here. We're finding more and more chancellors coming in with wives who have professions. The wife or the spouse--and I should say spouse because two of the chancellors are women and their husbands are with them--aren't as involved as much as in the social

MEYER: milieu and in dealing with the social side of the university. That's changing and will continue to change.

DOUGLASS: How do you think that affects relating with the students?

MEYER: I can only answer that personally in either case. My first wife who had five children to worry about could understand the students and she was very good with them. My second wife was a faculty member and knew students better than I did and was really great and loved her students. If the spouse is from the campus they can play a marvelous role, a different role and a better role in many cases. They can work on the outside and I have seen that. Sometimes they're distant from the campus. We have a couple of deans who have spouses who actually have their positions in San Francisco. She's just not expected to attend and isn't involved in very many social engagements here. The dean has to carry those out on his own, which can be done. I just think it's a matter that the times have changed and that's the way it ought to be.

DOUGLASS: Besides those that you have already mentioned, unexpected occurrences that is, are there any

DOUGLASS: others that you can think of that happened to you while you were in office? If so, what were they?

MEYER: I think that there were some. The unexpected challenges that I might mention--one we've talked about is unrest. Budget reductions were another. Unionization was another issue that was new. Another was going through a period of time where everybody in the United States was looking to steady state enrollment and steady state budgets, steady state everything. You had to fight that. Because if you plan for a steady state you're going to get it. And that wasn't the way to do it. You should plan for improved quality of academic programs or whatever. But you should never plan for a steady state. That was an unexpected challenge because you had to fight not only politicians but also the president's office. I think the problem of multi-decision layers is it continues problems for universities--too much middle management. That was an unexpected challenge that I hadn't expected. Sometimes all we wanted to do was simple. Other times they want to reinvent the wheel, and they hate to have one come up with

MEYER: new wheels; they just second guess one most of the time and so you have to worry about those sorts of things.

DOUGLASS: How did you deal with it?

MEYER: You know, some of the president's people were very good. You figured out who was good and

DOUGLASS: would help you the most. People are just unusual and one problem is called impediments and you just figure out how to get around them.

DOUGLASS: OK.

MEYER: [Laughter]

DOUGLASS: That's straight forward. [Laughter]

MEYER: Yes. Fortunately the chancellor always has direct access to the president; you can get him on the phone any time day or night. But I never went to the president except when there was a very, very important issue on impediments in his office. There is the same thing at the state level. The state and national government put on so many layers of new regulations and policies that--and departments probably have two or three times the staff because of the governmental regulations whether it's animal rights or animal welfare or affirmative action or whatever--there's just too much busy work. It's expensive

MEYER: and it's what causes inflation. Government has as much to do with inflation as any other group. Those were sort of unexpected issues and challenges. What the next one's going to be tomorrow I don't know, but something will come up.

DOUGLASS: You mentioned several times that much of what you did, or we can qualify that, but many things that you did as chancellor were done intuitively. You just knew from experience and other things. What characteristics helped you as an administrator do you think?

MEYER: Well, I think intuition is important and intuition comes from having read a lot, experienced a lot, and then somehow this computer in your head puts the right ones together. I've always been amazed that something unexpected happened--and you don't have time to reason it out, you just do it--and somehow those intuitive approaches just worked out well. They just worked out well for me and but not always. You know, I would think during campus unrest when I'd get up in the morning and shave, I'd say to myself, "Now what's the worst thing I could do today?" and then not do it. It

MEYER: was that bad. So you are planning in that sense. But the things that I think are important are good planning, both academic and administratively, and realizing that a plan is a statement of future intentions. It does change. The administrative plan and the organization to carry decisions out are critical. The organization should be based on the academic plan, which we always did, and I had excellent help with that. I think style of administration is important. Are you friendly? Do you know when to say no? Can you say no? You've got to be even handed and follow principles. If one follow principles one won't get into trouble. It works very well.

I think the quality of people hired is important. After I first made a couple of mistakes we had an excellent process for hiring deans and vice chancellors and I think that our batting average was as high or higher than any other institution. So I think it's a matter of process and you have to know your weaknesses and your strengths. Some people are not necessarily a good judge of horse flesh and have to have a committee help them. One doesn't want to make

MEYER: the decision by yourself. Input from others is needed so you make the right decision. So each person involved in hiring people has to know their weaknesses and their strengths. We were fortunate to have very good people in place when I became chancellor and [they] stayed on.

I think the other one is delegations. As one person said, "The three rules of administration are delegation, delegation, delegation." The last one is to prevent problems if you can anticipate issues and problems ahead. This saves an awful lot of work. It is--as I may have mentioned earlier--the dullest kind of administration if you never have a problem. I think, as I jotted these ideas down, those I would not have been able to tell you when I first became chancellor when I was aware of the rules. It's taken a period of time to figure out what the rule was after I acted intuitively.

DOUGLASS: You mentioned that everyone has strengths and weaknesses. Were there any characteristics in particular you feel were weaknesses. If so, what were they?

MEYER: Well, I think I'm not socially a gregarious

MEYER: person. I don't like cocktail parties. I hate them. But yet I had to go to them. But I usually didn't stay very long; I should have stayed longer than I did. I'm not socially inclined. I can handle things as well but some kinds of social events just seemed to be a waste of time. Cocktail parties were one. I didn't mix socially except for the good of the campus. I was too much a man of the family. Of course the family had its own social milieu which I kept separate. So I think that one of my major problems was that I was not as interested in social occasions. If I was going to play bridge or something like that, that's fine.

DOUGLASS: [Laughter]

MEYER: Or golf. [Laughter] Or golf.

DOUGLASS: Were there any others or was that the main one?

MEYER: Well, a person is usually their own worse judge and I think time and history ought to bring that out.

DOUGLASS: Returning to the subject of the campus as a whole, what were the positive and negative aspects of growth? We talked a lot about the image of Davis as a small campus and it's changed quite a bit since then.

MEYER: I think that that is one of the issues--how big is big? Clark Kerr always felt that about 18,000 was about the right size. We headed for that and now we're going for more than that. I think the reason things worked well for me with this rapid growth once I started here was I knew so many faculty and others. As time went on I had a feeling for the whole faculty. There can be lots of faculty if too many are not added each year. I could go down the street. . . . I could bike to work and see people and stop to talk to them on the street which I can't anymore. The campus is just larger and changed. As we got to a certain size all at once people didn't know each other as well. Having departments in the same building does not enhance the interaction there ought to be. Now interaction of people has to be deliberately set up. That's all right. I think we'll be willing to live with it and we can handle it. I think also certain growth is necessary and needed because a critical mass in various programs is needed. If we are going to have a school, or a college, or a department, or research projects, they have to be of sufficient size to be

MEYER: effective. In the quality of the graduate research programs there is a critical mass needed, including graduate students in particular. So you do need a certain size faculty if you're going to have fifty-six graduate students. Graduate programs have to be a certain size in order for quality to come forth. The complexity of scientific research is big business; it takes expensive equipment and it takes a lot of staff. Especially as we've gotten into molecular biology the expense of the laboratories has gone up enormously; computers increase expense. All of these things have come in the last twenty years and the sophistication of the tools and equipment is really, really mind-boggling. I went over to the laboratory after being out of it for twenty years. I didn't even know what the machines were or even how to turn them on. That's how fast it grows.

DOUGLASS: Speaking of Davis in terms of its image and how it's been perceived, how has that changed from the years when you first came until now?

MEYER: Well, it was considered a farm school when I first got here, kind of a step child of Berkeley. It evolved into a campus that's

MEYER: heavily dominated by agriculture and letters and science which grew as it became a general

DOUGLASS: campus. It's taken, you know, a long period of time to get the graduate research programs to a certain quality. It was always considered to be student friendly. We were always having more

MEYER: students applying than we could take, practically every year. The strange thing is students seem to still like it. I was in Colusa County at a dinner party with some alumni up there and they were commenting that they'd been surprised. When they were here when it was small they thought it was great; everybody knew each other and it was a friendly campus. They say their sons and daughters down here now think the same way and it's ten or fifteen times bigger. I think if a certain climate is here, a certain set of traditions, and this campus started with them and grew and these traditions went right along with the growth. I suspect that you'll still find that the students are as pleased and friendly--at least I haven't met any lately who weren't--as they ever were. I think that the growth hasn't hurt the campus too much in terms of. . . . It's improved it's research

MEYER: graduate program quality but I think it's a very good campus for undergraduates.

DOUGLASS: You mentioned the fact that the roots of the campus are in agriculture. How has the College of Agriculture fit into the context of the U.S. taking it outside of Davis and even UC?

MEYER: The campus started because of a land grant given to the various states so they might start the colleges which would educate people who were primarily rural to develop an industry which was primarily agricultural. Of course, it joined an industrial society, agriculture did, and now we're in what I call the knowledge-based society and agriculture's moved right along with that. The teaching and research programs haven't because most people have moved off the farms. We're no longer training students to go back to the farms because there aren't very many. Most of us who came from farms, educated ourselves off of it.

This campus is probably one of the top five if not one of the top two agricultural colleges in the United States. It has done very well and focused on the environment and added agriculture and environmental sciences together. You'll

MEYER: find that probably we have as many environmental programs going now as any campus of the university or almost any campus anywhere. Agriculture because of the environmental expansion was put in an important role. There is a problem in the United States of what the future of a college with roots in agriculture is going to be in the twenty-first century. The definition of the word agriculture is farming; that's the image it has but the alumni aren't necessarily working in this area. If they don't broaden their focus, they're going to die as they are in the New England states. The problem now in UC is for these colleges to look to the twenty-first century and see how they're going to fit into it. How they're going to do it, what they're going to do, and what their mission is going to be. This is what I'm working on now in my research project which returns me to my roots with the College of Ag. I've got a monograph coming out and have interested Kellogg Foundation in this issue. I'm hoping that they're going to carry on and try to do something about the colleges whose roots were in agriculture across the country. Hopefully

MEYER: they'll put quite a lot of money in developing fifteen or at least ten lead universities, lead colleges of agriculture or whatever their name is now, to provide the model for the others. We'll see how that goes.

DOUGLASS: Where do you think the future is for UC Davis in terms of the College of Ag?

[End Tape 9, Side B]

[Begin Tape 10, Side A]

MEYER: What we'll be moving towards, I think, is a human food system approach, all the way from production to consumption or nutrition. When it came time for home economics to be studied, it was kept within the college, so the college does have nutrition, applied behavioral sciences, environmental design, a variety of components that grew out of home economics which then provides this college with broad focus. We started the environmental departments and natural resources departments in the early seventies and late sixties which many colleges don't have. It also has a very close tie to the life sciences, biological sciences in particular. So I think it's in a good position to move into the twenty-first century in

MEYER: excellent shape.

DOUGLASS: What about the rest of the campus as a whole?

MEYER: This campus?

DOUGLASS: Yes. Besides the College of Agriculture, taking all the programs.

MEYER: Well, I think very, very well. Engineering is really going like a house on fire. The School of Law is in the top twenty, for such a young school this is very good I think. The medical school has been evolving very nicely. I don't know how it ranks in the United States but I think it certainly has improved a great deal. As far as veterinary medicine, of course, it's the leading school in the United States in veterinary medicine. The School of Management is young and rather limited. I don't know if it's out of the infancy stage or not. It's got to go through the infancy stage and the adolescent stage and so on. That's going to take a while. So we'll see where it goes. Letters and science I'm not sure about. It's got some excellent departments like our art department and science departments; botany and so on are excellent. I think history is moving well. Many of the departments are just ready to

MEYER: take off and I think that they well. I'm not too concerned about letters and science. I hesitate because I'm not at this moment sure of what all the departments are doing. I could have told you this three years ago and I'm not sure where they are now. But I think letters and science is going to do fine. The only thing I am sorry about is we do not have a good general education program yet. As a matter of fact, I guess I'm not sure of any research university which does. But I'm sorry that we didn't develop a good one.

DOUGLASS: Do you see that as being a problem in the future?

MEYER: Yes, but I don't see too many presidents or deans working on it. Or faculty as a matter of fact.

DOUGLASS: When you look back during the time you were dean and chancellor--to bring us to talking about a multi-level view and an even broader context--what do you think were the influences on higher education in the context of the state, national, and world levels during your time at UC Davis?

MEYER: I think that the main influence started with Sputnik and the need to develop the sciences and

MEYER: the social sciences particularly. The National Science Foundation took a major role there. The NSF worked on chemistry, physics, and biological sciences, agriculture, a whole variety of disciplines at both the undergraduate and graduate levels. A lot of money came in to the National Science Foundation. That had a major influence on getting sciences off to a good start. I think the--I don't know quite how to state this--campus unrest in some cases, and in many other cases had a negative effect, had a positive impact. Now I haven't studied this to know just what kind of impact student unrest has had. I think it's had a positive impact on affirmative action. But I don't know all the factors, and I don't know any scholars who do. I haven't read too much on this or tried to figure out what came out of student unrest and how affirmative action evolved. I know the Civil Rights Movement had quite an impact. But I think some very positive things came out of it. For one, women came into their own, so to speak, for several reasons, and it was time. Secondly, it's been good for the country in that you've got a group of people who had not

MEYER: contributed as directly to society previously, and that's been an awfully good change that's occurred. We're still working our way out of the impact of women in the work force in that its effect on the families has to be worked out, and men have to change.

Seems to me we've got another major issue. The Cold War, believe it or not had quite an impact because we started a lot of international programs in agriculture and so forth, particularly with starvation. Agriculture has had a particular role across the world, and many agricultural colleges are better known in foreign countries than they are here because of what they did in India or Chile or Africa. With starvation problems and undernutrition we have had quite an impact and we've had a very salutary impact. When I say "we," I meant all the universities in general. I suspect the ending of the Cold War is going to have an enormous impact too, and I just don't know what that will do because it hasn't gone far enough. I know the university is working on a program in Armenia, trying to develop an American University of Armenia much like the American

- MEYER: University in Beirut, Lebanon. That's going underway now. So all that has to be weighed and measured. I know we've had a lot of faculty in Russia on various programs. McCalla from ag econ has been working on marketing problems of Russia; they don't even know how to market agricultural products. I think all those world and national issues are always going to impact the university. In many cases the universities will be ahead; sometimes students will act on things faster than their parents do. It's a nice evolution.
- DOUGLASS: You mentioned that you thought there were negative influences or results also from student activism. What specifically were you thinking of?
- MEYER: There were those students who were killed in Kent State; there was the gassing of students and the conflict between authority and the students. And I'm not sure whether there is a respect for authority, or whether they should be respected, that has evolved very well. I'm not sure that one is settled yet. People learned not to take tough decisions; they continue to strike over one thing or another and it boils

MEYER: over. Incidentally, one thing, the one
[End Tape 1] influence I think that's been negative is drugs.
I don't think drugs have been so bad on
campuses, or at least not on this one. There
has been drug use but its. . . . This one girl
told her parents one summer advising, "Drugs
aren't a problem here because if you take drugs
you aren't going to be able to study and
everybody wants to study." [Laughter]

DOUGLASS: [Laughter]

MEYER: But I think that's true at most universities. I
don't think it's quite the problem; alcohol may
be, and there are other problems.

Another negative has been the impact of
drugs on the young people in grade school and
high school. It's led them astray and they
never get a chance, because people are going to
need more education not less in the future.

DOUGLASS: Is there anything else you would like to add
that we have not discussed during the interview
sessions?

MEYER: No. I've probably said more than I should.
[Laughter]

DOUGLASS: [Laughter] Well, it's been fascinating. Thank
you Dr. Meyer.

MEYER: You are welcome.

[End Tape 10, Side A]

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California State University, Sacramento

Interviewee/Narrator James E. Meyer

List Compiler/Interviewer Susan Douglass

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| Margaret Hickman Meyer | Wife | Meyer | 1 |
| Claude B. Hutchison | Dean, College of Agriculture | Stadtman | 1 |
| Knowles Byerson | Assistant Dean, College of Agriculture | Stadtman | 2 |
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Willie Brown Jr.

Speaker of the
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